



Georgia Department of Education

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

# PHYSICAL EDUCATION

**Georgia Standards of Excellence (GSE)**

**Grade 1**

**EXAMPLE Instructional Framework**

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## Physical Education

**Grade 1 MAP** The following curriculum map is part of a GaDOE collection of Unit Frameworks for First Grade

Unit #/Title	Unit 1: Fall Themes(9weeks)	Unit 2: Fitness Themes(9weeks)
<b>GSE for Physical Education</b>	P.E. 1.1 (a, b, c, d, I, j) P.E. 1.2 (b, c, d) P.E. 1.3 (b) P.E. 1.4 (a, b, c, d, e) P.E. 1.5 (a, b, c, d, e)	P.E. 1.1 (b, k, l, m) P.E. 1.2 (a) P.E. 1.3 (a, b, c, d) P.E. 1.4 (a, b, c, d, e) P.E. 1.5 (a, b, c, d, e)
<b>Key Concepts</b>	Follow directions and classroom rules Shows respect to the teacher and other students Uses space and equipment safely Personal and General space Locomotor/Non-locomotor Jumping and landing Chasing/Fleeing/Dodging Parachute Tossing/Catching/Rolling/Throwing Participation and effort Sport-Football	Fitness Scooter boards Dribbling with hands Passing Dribbling with feet Participation and effort Uses space and equipment safely Follow directions and classroom rules Shows respect to the teacher and other students Sport-Basketball and Soccer

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## Physical Education

Unit #/Title	Unit 3: Winter Themes(9 weeks)	Unit 4: Spring Themes(9 weeks)
<b>GSE for Physical Education</b>	P.E. 1.1 (e, f, g, h, n, o, p, q) P.E. 1.2 (a, e) P.E. 1.3 (a, b, c) P.E. 1.4 (a, b, c, d, e) P.E. 1.5 (a, b, c, d, e)	P.E. 1.1 (j, o) P.E. 1.3 (a, b) P.E. 1.4 (a, b, c, d, e) P.E. 1.5 (a, b, c, d, e)
<b>Key Concepts</b>	Dance  Jump Rope  Weight Transfer  Gymnastics/Tumbling  Striking  Participation and effort  Uses space and equipment safely  Follow directions and classroom rules  Shows respect to the teacher and other students  Sports: Volleyball	Striking short and long-handled implements  Throw  Catch  Field Day  Uses space and equipment safely  Follow directions and classroom rules  Shows respect to the teacher and other students  Sports: Tennis, Baseball, Hockey, Lacrosse

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<b>Course: First Grade Physical Education</b>	<b>UNIT 1: Let's get started</b>	<b>PACING: 9 Weeks</b>
<b>UNIT FOCUS:</b> Procedures, Safety, non-locomotor, beginning locomotor, tossing, catching, throwing		
<b>STANDARDS AND ELEMENTS</b>		
<b>MOTOR SKILLS PE1.1</b> The physically educated student demonstrates competency in a variety of motor skills and movement patterns.		
<ul style="list-style-type: none"> <li>a. Performs hops, gallops, jogs, and slides using mature form.</li> <li>b. Performs mature pattern of jumping in a horizontal and vertical plane.</li> <li>c. Performs non-locomotor and locomotor combinations.</li> <li>d. Performs mature form of landing in a horizontal and vertical plane.</li> <li>i. Demonstrates underhand throwing techniques following teacher ques.</li> <li>j. Catches various sized objects.</li> </ul>		
<b>STRATEGIES PE1.2</b> The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.		
<ul style="list-style-type: none"> <li>b. Travels demonstrating low, medium, and high levels.</li> <li>c. Travels over, under, around, and through a variety of objects.</li> <li>d. Differentiates between fast and slow speeds.</li> </ul>		
<b>FITNESS PE1.3</b> 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"> <li>b. Actively engages in Physical Education class.</li> </ul>		
<b>RULES PE1.4</b> 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"> <li>a. Accepts personal responsibility by using equipment and space appropriately.</li> <li>b. Follows the rules and procedures of the learning environment.</li> <li>c. Responds appropriately to feedback from the teacher.</li> <li>d. Works independently with others in small and large groups.</li> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.</li> </ul>		
<b>VALUE AND JOY PE1.5</b> 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"> <li>a. Recognizes physical activity as a component of good health.</li> <li>b. Recognizes that challenges in physical activity can lead to success.</li> <li>c. Describes positive feelings that result from physical activities.</li> <li>d. Identifies personal likes and dislikes regarding participation in physical activities with others.</li> <li>e. Accepts and respects differences and similarities in physical abilities in self and others.</li> </ul>		
<b>EXAMPLE LESSON PLANS</b>		
Go get the healthy food!  Islands  Pizza Game  Parachute		

## EXAMPLE ASSESSMENTS

<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
Visual Teacher Observations	Teacher checklist  Thumbs Up/Down  Self-assessment  Peer-assessment  Video assessments with visual skill cues	Formal skills checklist that aligns with the standards.  Skill evaluation using rubrics

## SUPPLEMENTAL RESOURCES

Website: YouTube

<https://www.youtube.com/watch?v=pexOIlhT0v0>

<https://www.youtube.com/watch?v=KTdxTk7J0rM>

<https://www.youtube.com/watch?v=-J1hmmY1OB4>

<https://youtu.be/KH4Ri-QLXjY>

Website: Choose MyPlate <https://www.choosemyplate.gov>

Website: Alliance for a Healthier Generation <https://www.healthiergeneration.org>

[https://openphysed.org/curriculum\\_resources/parachute](https://openphysed.org/curriculum_resources/parachute)

**Pangrazi, Robert. *Dynamic Physical Education For Elementary School Children*. 15th ed. San Francisco: Pearson Education, 2007. 312, 330-332. Print.**

**Lesson Plan 1: Go Get the Healthy Food!**

<b>Course: Physical Education</b>			<b>Grade: 1</b>			<b>Unit #: 1 Lesson Plan: 1</b>		
<b>LESSON TITLE: Go get the healthy food!</b>								
<b>ENDURING UNDERSTANDING: Students will practice locomotor skills and identify healthy foods.</b>								
<b>TECHNICAL FOCUS:</b>								
<b>GSE TO ADDRESS IN UNIT:</b>								
<p><b>MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Performs hops, gallops, jogs, and slides using mature form.</li> <li>c. Performs non-locomotor and locomotor combinations.</li> </ul>								
<p><b>STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>e. Differentiates between fast and slow speeds.</li> </ul>								
<p><b>FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively engages in Physical Education class.</li> </ul>								
<p><b>RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>a. Accepts personal responsibility by using equipment and space appropriately.</li> <li>b. Follows the rules and procedures of the learning environment.</li> <li>c. Responds appropriately to feedback from the teacher.</li> <li>d. Works independently with others in small and large groups.</li> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.</li> </ul>								
<p><b>VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes physical activity as a component of good health.</li> <li>b. Recognizes that challenges in physical activity can lead to success.</li> <li>c. Describes positive feelings that result from physical activities.</li> <li>e. Accepts and respects differences and similarities in physical abilities in self and others.</li> </ul> <p>HE1.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>								
<b>ASSESSMENTS:</b>								
<b>DIAGNOSTIC</b>			<b>FORMATIVE</b>			<b>SUMMATIVE</b>		
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.		
Teacher observation			<p>Students discuss healthy and unhealthy foods</p> <p>Students evaluate foods after each game and identify healthy and unhealthy items.</p>			Assessment for galloping, sliding, and hopping		

## MAJOR UNIT CONCEPTS AND VOCABULARY

**FOUNDATIONAL INFORMATION:** Students were given time to practice these locomotor skills in previous lessons and this is a summative assessment of these skills. Basic understanding of nutrition from the previous lesson.

### CONCEPTS:

Follow directions and classroom rules

Shows respect to the teacher and other students

Uses space and equipment safely

General space

Locomotor

Participation and effort

**VOCABULARY:** healthy food, unhealthy food, gallop, slide, hop

### LINKS:

Website: YouTube

<https://www.youtube.com/watch?v=pexOIlhT0v0>

<https://www.youtube.com/watch?v=KTdxTk7J0rM>

<https://www.youtube.com/watch?v=-J1hmmmy1OB4>

Website: Choose MyPlate <https://www.choosemyplate.gov>

## DIFFERENTIATED LEARNING

**SPACE:** Shorten distance of boundary lines to make the game easier.

**TIME:** Adjust the speed of music to make it easier or harder.

**TASK:** Game using locomotor skills and blending health concepts of healthy and unhealthy foods.

**GROUPING:** Students are assigned to teams balanced in gender, skill, and behavior.

### ADJUST CHALLENGE:

1. Change locomotor skill to hopping or running.
2. Add balls, with dribbling, to make it more challenging.

**REDUCE CHALLENGE:**

1. Change or adjust the locomotor skill for students with special needs.
2. Students in a wheelchair can have another student can hand his/her the food item.
3. Color coordinate the team colors and the hula-hoop colors to help students remember which hoop should be. For example, the West team is always orange, and their team hula-hoop is orange.

**MATERIALS:**

**STUDENT SUPPLIES:**

4 hula-hoops that can be coordinated with team colors, 60 healthy food items or laminated food pictures, 20 unhealthy food items, or laminated pictures of unhealthy foods.

**TEACHER SUPPLIES:**

Music for warming up the body, stereo system, and cordless microphone

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

**ESSENTIAL QUESTIONS: What makes food healthy? What makes food unhealthy?**

**HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

Today we are going to play a game called, “Go get the healthy food”! Choose students to identify healthy food and unhealthy foods. The object of the game is to have the healthiest items in your team’s hoop at the end of the game to WIN. Review cues for running, sliding and hopping. Student demonstration of skills is given. The learning target is to be able to gallop, hop, and slide with good form.

Set-Up: Each team hula-hoop is placed in a corner of the gym with an equal number of healthy and unhealthy items in each teams’ hula-hoop.

Activity Procedure: The class will be divided into 4 teams. Transition one team at a time to start the game in their team corner.

**CREATING**

**STUDENT AND TEACHER PROCEDURES:**

**Activity Procedure:** On the GO signal, students will leave their corner by walking around the perimeter of the gym in a clockwise direction. Play motivational music ▲ When they visit another team’s corner of the gym, they can take **one** healthy item out of the hula-hoop and continue to travel back to their team’s hula-hoop to drop it off. If they see an unhealthy item in their team’s hula-hoop, they can pick it up and drop it off at another team’s hoop. The teacher will change the locomotor skill as the game progresses. The game lasts 2-3 minutes. The team with the healthiest items wins a point for that game. Redistribute the items equally before each game. Play several games and vary the types of movements required to travel such as skipping, galloping, hopping, sliding, and running.

**Rules:**

1. Students can only carry **one** item at a time.
2. Students cannot go backward/opposite direction to get back to their team hoop.
3. Students cannot cut across the gym to return to their team hoop.
4. Students must perform the Locomotor skill called out by the teacher.

\*Teacher assessment of the hop, slide, and gallop skills.

**CLOSING**

**REVIEW:** Students gather near one of the team hoops to discuss healthy and unhealthy food items.

1. Who can tell me one rule for a food game?
2. Who can tell name one healthy food?
3. What was the learning target? Give me a thumbs up or down if you hit the learning target. You all did a great job playing the game fairly, most of you were honest, and I loved seeing you use your running, hopping, and sliding skills in the game.
4. Review cues for running, sliding and hopping. Student demonstration of skills is given.

**Exit Ticket/Performance:**

Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the game. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.

SAMPLE

**Lesson Plan 2: Islands!****Course: Physical Education****Grade: 1****Unit: 1****Lesson Plan: 2****LESSON TITLE: Islands!****ENDURING UNDERSTANDING: Classroom rules and procedures, Personal and general Space, Locomotor Skills, Non-locomotor skills****TECHNICAL FOCUS: Jumping, landing and leaping skills combined with pathways Follow directions and be safe.****GSE TO ADDRESS IN UNIT:****MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

- b. Performs mature pattern of jumping in a horizontal and vertical plane.**
- c. Performs non-locomotor and locomotor combinations.**
- d. Performs mature form of landing in a horizontal and vertical plane.**

**STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- c. Travels over, under, around, and through a variety of objects.**
- d. Differentiates between fast and slow speeds.**

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- b. Actively engages in Physical Education class.**

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts personal responsibility by using equipment and space appropriately.**
- b. Follows the rules and procedures of the learning environment.**
- c. Responds appropriately to feedback from the teacher.**
- d. Works independently with others in small and large groups.**
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.**

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- a. Recognizes physical activity as a component of good health.**
- b. Recognizes that challenges in physical activity can lead to success.**
- c. Describes positive feelings that result from physical activities.**
- d. Accepts and respects differences and similarities in physical abilities in self and others.**

**ASSESSMENTS:**

<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for Jumping, leaping, and landing</li> </ul>

## MAJOR UNIT CONCEPTS AND VOCABULARY

**FOUNDATIONAL INFORMATION:** Students were given time to practice these skills in previous lessons and this is a summative assessment of these skills.

### CONCEPTS:

#### *Cognitive:*

1. Students will be able to jump and land or leap on the correct pathway.
2. Students will be able to identify a pathway to cross the gym.

#### *Affective:*

1. Students will respect each other's area by showing good personal space.
2. Students will be honest during the Island game by admitting if someone tagged them.

#### *Psychomotor*

Review the cues of jumping, landing, or leaping. When they succeed, make sure you reward that success with verbal commentary, praise, and have them demonstrate a skill.

### OPENING Getting students ready to learn

**ESSENTIAL QUESTIONS: What makes food healthy? What makes food unhealthy?**

#### **HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

Today we are going to play a game called, "Go get the healthy food"! Choose students to identify healthy food and unhealthy foods. The object of the game is to have the healthiest items in your team's hoop at the end of the game to WIN. Review cues for running, sliding and hopping. Student demonstration of skills is given. The learning target is to be able to gallop, hop, and slide with good form.

Set-Up: Each team hula-hoop is placed in a corner of the gym with an equal number of healthy and unhealthy items in each teams' hula-hoop.

Activity Procedure: The class will be divided into 4 teams. Transition one team at a time to start the game in their team corner.

### CREATING

#### **STUDENT AND TEACHER PROCEDURES:**

**Activity Procedure:** On the GO signal, students will leave their corner by walking around the perimeter of the gym in a clockwise direction. Play motivational music ▲ When they visit another team's corner of the gym, they can take **one** healthy item out of the hula-hoop and continue to travel back to their team's hula-hoop to drop it off. If they see an unhealthy item in their team's hula-hoop, they can pick it up and drop it off at another team's hoop. The teacher will change the locomotor skill as the game progresses. The game lasts 2-3 minutes. The team with the healthiest items wins a point for that game. Redistribute the items equally before each game. Play several games and vary the types of movements required to travel such as skipping, galloping, hopping, sliding, and running.

#### **Rules:**

5. Students can only carry **one** item at a time.
6. Students cannot go backward/opposite direction to get back to their team hoop.
7. Students cannot cut across the gym to return to their team hoop.
8. Students must perform the Locomotor skill called out by the teacher.

\*Teacher assessment of the hop, slide, and gallop skills.

1. Students will be able to demonstrate jumping and at least one other locomotor skill during class.
2. Students will be able to demonstrate the different pathways during the Island game.

**VOCABULARY:** Jump, leap, land, walk

## DIFFERENTIATED LEARNING

**SPACE:** Move the equipment farther away from each other, add poly spots which are smaller targets to land on.

**TIME:** Allow more time for all students to cross the gym.

**TASK:** Game using locomotor skills and blending health concepts of healthy and unhealthy foods. Make the pathway options harder as the class progresses to make the task more challenging. Add 1-3 taggers to the game. For example, one boy and one girl tagger can be chosen to make it harder to cross the pond.

**GROUPING:** Students are assigned to teams balanced in gender, skill, and behavior. Use hula-hoop colors to make the pathway harder. For example, students are told to cross the gym using the lily pads, and blue hula-hoops(islands) only. As you set up the game, make sure to lay down enough blue hula hoops in a specific pathway on the floor that would allow students to cross the game successfully using the equipment stated in the directions. Allow students who are having trouble, to cross using all pieces of equipment and pathways in the game. Move equipment closer together to decrease the distance. Add more hula-hoops for easier targets to land on.

### MATERIALS:

**STUDENT SUPPLIES:** 40 hula-hoops in different colors, 30 poly spots, and 2-3 foam balls.

### TEACHER SUPPLIES:

Music for warming up the body, stereo system, and cordless microphone

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

Why is it important to follow rules and directions? Why is it important to know where you are in relation to other students and equipment?

#### HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

We are going to play a game called Islands! You are the frogs in the game. The object of the game is to cross the pond without touching or falling into the water. You will jump, leap, and land onto the equipment using good form and move across the gym/pond using different pathways. If you land in the water, you will swim to the side of the gym and complete some exercises to return to the game. For example, students would perform 5 push-ups and 5 jumping jacks to return the game. Students will stand behind the boundary line to start the game. The lines on the floor are called bridges, the poly spots are called lily pads, and the hula-hoops are called islands. The students will try to cross the gym using one or all the pathways. The teacher will call a squad at a time to cross the pond and tell them which pathway/s to use. Again, students cannot touch the water with any part of their body, or they go outside of the game to complete the exercises. When there are a quarter of the frogs left in the game, congratulate them for being frog survivors. Reset and repeat the game. The learning target is to jump, land, or leap onto the equipment using good form.

Review cues for jumping, leaping, and landing. Student, teacher, and/or video demonstration of skills are given.

**STUDENT AND TEACHER PROCEDURES:**

**Activity Name:** Islands

**Set-Up:** Students will start on one side of the gym and cross to the opposite side of the gym. The gym floor usually has boundary lines in place, or they can be added with floor tape. The lines represent a pathway for students to travel on called “bridges” in this game. The poly spots and hula-hoops are scattered across the gym floor as other pathways for students to use in the game.

**Activity Procedure:**

**Activity #1:** Students will cross the gym using bridges only.

**Activity #2:** Students will cross the gym using hula hoops only.

**Activity #3:** Students will cross the gym using hula hoops and lily pads only.

**Activity #4:** Students will cross the gym using bridges and lily pads only.

**Activity #5:** Students will cross the gym using all 3 targets to land on.

**Activity #6:** Student taggers or “alligators” are added to the game. This builds excitement and brings rigor into the game. Students will have to be faster and smarter to avoid being tagged by the alligators. Pick one boy and one girl to be the alligators/taggers in the game. Give them a foam ball and reminder to tag lightly and below the shoulder. The alligators start on the opposite side of the pond/gym and follow the same directions as the frogs in the game. If a student is tagged steps in the water or uses the incorrect pathway, they must exit the game to complete exercises. A new alligator can be picked to replace this person or not.

**Activity #7:** The games will go faster after you add the alligators, and you can identify students who are following directions in the game to be the next taggers. Or you can have the taggers pick their replacements. Have them pick frogs who were following directions in the game and are of the opposite gender.

**CLOSING****REVIEW:**

1. Who can tell me one rule for the Island game?
2. Who can tell me one of the three pathways that you used during the game of Islands?
3. What was the learning target? Give me a thumbs up or down if you hit the learning target. You all did a great job playing the game fairly, most of you were honest, and I loved seeing you use your jumping, leaping, and landing skills in the game.
4. Review cues for jumping, leaping, and landing. Student demonstration of skills is given.

**Exit Ticket/Performance:**

Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the game. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.

<b>MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>		
<b>Exceeds</b>	In addition to the 3, creates movement sequences or applies skill beyond expectations.	<p><b>Suggested Tasks &amp; Assessments</b></p> <p><b>(Examples of “in movement sequences or game situations)</b></p> <ul style="list-style-type: none"> <li>• During a teacher-directed game, the student selects and uses personal space (non-locomotor movements) and travels in general space (locomotor movements) safely.</li> <li>• The student creates a game and uses various ways to move in personal space (non-locomotor movements) and travel in general space (locomotor movements).</li> <li>• The student selects various ways to travel through personal space (non-locomotor movements) and general space (locomotor skills) with music.</li> </ul> <p><b>(Examples of “in isolation”)</b></p> <ul style="list-style-type: none"> <li>• During a lesson, station, or practice session the student uses personal space (non-locomotor movements) and general space (locomotor movements).</li> <li>• During a lesson, station, or practice session the student needs a verbal or physical cue to change personal space (non-locomotor movements) or general space (locomotor movements).</li> <li>• During a lesson, station, or practice session the student cannot stop on command when traveling in personal space (non-locomotor movements) or general space (locomotor movements).</li> <li>• Students explore personal/general space (non-locomotor movements) as directed by the teacher.</li> </ul>
<b>3</b>	Demonstrates the ability to safely utilize personal and general space in movement sequences or game situations.	
<b>2</b>	Demonstrates the ability to safely utilize personal or general space “in isolation” or practice settings.	
<b>1</b>	Demonstrates limited ability to safely utilize personal and general space	
<p><b>Critical Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>• Know the boundaries of personal and general space</li> <li>• Can stop and start safely without touching others</li> <li>• Can change speed, direction, and pathways while moving in general space</li> <li>• Can stop/start on signal</li> </ul>		

**Lesson Plan 3: Pizza game**

**Course: Physical Education**

**Grade: 1**

**Unit #: 1 Fall theme Lesson Plan: 3**

**LESSON TITLE: Pizza game**

**ENDURING UNDERSTANDING: Students practice throwing, rolling, and catching skills. Students will follow the rules in the game and gains understanding of how to make a pizza healthy.**

**GSE TO ADDRESS IN UNIT:**

**MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

- i. Demonstrates underhand throwing techniques following teacher ques.
- j. Catches various sized objects.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- b. Actively engages in Physical Education class.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- a. Recognizes physical activity as a component of good health.
- b. Recognizes that challenges in physical activity can lead to success.
- c. Describes positive feelings that result from physical activities.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.

**HE1.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks**

**ASSESSMENTS:**

<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
Teacher observation	Students discuss healthy and unhealthy pizza.  Ticket out the door assessment to check for understanding	

**FOUNDATIONAL INFORMATION:**

**CONCEPTS:**

Follow directions and classroom rules  
Shows respect to the teacher and other students  
Uses space and equipment safely  
Tossing/Catching/Rolling/Throwing  
Participation and effort

**VOCABULARY:** Underhand throw, force, aim, target, opposite, dominant, non-dominant, follow-through

**LINKS:** YouTube video called “Is Your Pizza healthy” is optional.

<https://youtu.be/KH4Ri-QLXjY>

**DIFFERENTIATED LEARNING**

**SPACE:** Students choose to stand close to the target if the distance to throw is too difficult or can stand farther away from the target to add more challenge. They also have a choice in how they throw the equipment. They can use overhand, underhand, rolling, or frisbee throws. They can move closer to the target if needed.

**TIME:** Force and speed are controlled by the thrower.

**EQUIPMENT:** Different size balls and frisbees can be offered for students to be more successful.

**GROUPING:** Students are balanced in gender, skill, and behavior.

**MATERIALS**

**STUDENT SUPPLIES:**

20 yarn or foam balls  
30 foam frisbees  
12-14 hula-hoops

**TEACHER SUPPLIES:**

Sound system  
Music/Mic  
Smartboard(optional)  
Drawing of a student holding a ball on the wall exiting the gym.

**OPENING**  
Getting students  
ready to learn

**ESSENTIAL QUESTIONS:** Is Pizza healthy or unhealthy? Name some healthy pizza toppings.

**HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

Students discuss healthy and unhealthy pizza. Pizza can be healthy with the proper crust, and healthy toppings. Draw a pizza on the smartboard and discuss portion control. For example, one large slice could equal 2 smaller slices of pizza. If you pair a healthy pizza with a garden salad and water to drink, you have created a healthy meal.

Today, we are going to play the Pizza game. Students will throw a Frisbee or ball to hit the pizza crust using the proper form. The object of the game is to end up with the most pizzas on your teams' side. Demonstrate frisbee throw, underhand throw/rolling towards the target. After 3 items land on the target, demonstrate how to drag the hoop to your team's side of the game.

**Learning Target:** I can hit the target.

**Frisbee Ques:**

1. Frisbee held correctly with the thumb on top and pointer finger on the side.
2. Side to target
3. Hugs frisbee(frisbee flat)
4. Extend arm and step toward the target.

**Underhand Ques:**

Swing, step, and throw. Step with the opposite foot.

<p><b>CREATING</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <p><b>Activity Name:</b> Pizza game</p> <p><b>Set-Up:</b> Students are divided into 2 teams and sent to their teams’ side. Each team starts with 6 hoops (pizza crusts) on their side of the gym or playing area. Frisbees and balls start on the centerline in the gym.</p> <p><b>Activity Procedure:</b>  When the game starts, students will move to the middle of the gym to get throwing items. Students can pick up one item at a time to throw and/or can catch items in the air. Students on each team work together to get 3 pizza toppings to land on the other team’s pizza crust. When a student sees that their team has created a pizza, then they can go across the centerline, and steal the pizza crust from the other team. The student will leave the toppings but take the hula hoop (pizza crust) to their teams’ side. At the end of the round, the team with the most pizza crusts will be the winning team. Reset the game for another round. Students need to stay on their teams’ side of the play area to throw or roll the pizza toppings on the crusts.</p> <p>The teacher plays motivational music and moves around the room to monitor the game. In addition, the teacher gives positive verbal commentary and corrective feedback to all students. Stop the music and let students demonstrate their skills.</p>
<p><b>CLOSING</b></p>	<p><b>REVIEW:</b></p> <ol style="list-style-type: none"> <li>1. Who can tell me one rule for the pizza game?</li> <li>2. Who can tell how to make pizza healthy?</li> <li>3. What was the learning target? Give me a thumbs up, down, or sideways if you hit the learning target. You all did a great job playing the game fairly, most of you were honest, and I loved seeing you use your overhand throwing, rolling, and catching skills in the game.</li> <li>4. Review cues for an overhand throw, and frisbee throw. Student demonstration of skills is given.</li> </ol> <p>I can see by the sweat dripping off your faces that you all got a workout! You have had the opportunity to throw and catch over 50 times today. Way to go! Everyone raises a hand high in the air and give themselves a pat on the back.</p> <p><b>Exit Ticket/Performance:</b> Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the game. Place a drawing of a student throwing a ball on the wall with feet side by side. Have students place an X on the foot that should step first or have students point to the correct foot.</p>

Assessment: Overhand Throwing Cues

<b>OVERHAND THROWING CUES</b>		
Side to the Target		
Ready with elbow high		
<i>Aim</i>		
Fire! Throws hard		
Follows Through (arm across body)		

**5:** Exceed    **3:** Meets    **2:** Progressing    **0-1:** Not Demonstrated

Name \_\_\_\_\_

Peer \_\_\_\_\_

**Lesson Plan 4: Parachutes!**

<b>Course: Physical Education</b>	<b>Grade: 1</b>	<b>Unit #: 1 Fall theme</b>	<b>Lesson Plan: 4</b>
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**LESSON TITLE:**

**ENDURING UNDERSTANDING: Follow rules, follow directions, levels, teamwork, and cooperation**

**TECHNICAL FOCUS:**

**GSE TO ADDRESS IN UNIT:**

**STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- b. Travels demonstrating low, medium, and high levels.
- c. Travels over, under, around, and through a variety of objects.
- d. Differentiates between fast and slow speeds.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- b. Actively engages in Physical Education class.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- a. Recognizes physical activity as a component of good health.
- b. Recognizes that challenges in physical activity can lead to success.
- c. Describes positive feelings that result from physical activities.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

**ASSESSMENTS:**

<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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.
Teacher observation	Thumbs Up/Down Self-assessment	

**MAJOR UNIT CONCEPTS AND VOCABULARY**

**FOUNDATIONAL INFORMATION:** Students have practiced following rules and directions in previous lessons.

**CONCEPTS:**

- Follow directions and classroom rules
- Shows respect to the teacher and other students
- Uses space and equipment safely
- Parachute
- Participation and effort

**VOCABULARY:** Parachute, safety, self-control, overhand grip, teamwork, cooperation, self-assessment

**LINKS:**

[https://openphysed.org/curriculum\\_resources/parachute](https://openphysed.org/curriculum_resources/parachute)

**DIFFERENTIATED LEARNING**

**SPACE:** Students sit around the parachute before touching it and the teacher separates students that have potential behavior issues and place them next to a peer that are good role models.

**TASK:** Listen and follow directions, teamwork, cooperation

**GROUPING:** Students are balanced in gender, skill, and behavior.

**MATERIALS**

**STUDENT SUPPLIES:**

- Parachute
- 20 Foam or Yarn balls
- Frisbee(optional)
- Self-assessment worksheets
- 4 boxes of crayons

**TEACHER SUPPLIES:**

- Sound system
- Music/Mic
- Smartboard(optional)
- Make copies of self-assessment worksheets for each student.

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

**ESSENTIAL QUESTIONS:** Why is it important to follow directions? How do the following rules affect safety during parachute activities?

**HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

Today we are working with a parachute and you are going to have FUN! We are going to focus on following directions. If I blow my whistle once, it means GO. If I blow my whistle 2 times, it means stop/freeze. "Ready Position" is holding the parachute at the waist level. Grab hold of the parachute with an overhand grip. (No thumbs) Demonstrate low, medium, and high levels. If we work together as a team, you will make the parachute do some super COOL things. Learning Target: I can follow rules and directions.

**CREATING**

**STUDENT AND TEACHER PROCEDURES:**

**Activity #1: Waves**-Can you show me an overhand grip? The teacher demonstrates a motorcycle grip and pretends to rev an engine. Students copy motorcycle grip and rev their engines too. Students simply shake the parachute fast or slow. For example, tell students to pretend that you are floating in the ocean and the waves are calm. Students move arms up and down slowly like big waves in the ocean. Then, the weather changes to a storm and the water gets rough! Students will move parachute faster with more force.

**Activity #2: Hail**-Add soft foam balls to waves.

**Activity #3: Mushroom**-Start with the parachute on the ground, at the signal, lift above the head, arms extended, then down. Let the balls roll off the parachute.

**Activity #4: Jumbo Mushroom**-Make a mushroom with arms extended long and above the head. Take one step forward, then two, and then three. Take steps back keeping arms high in the air. This keeps other students safe. If a student pulls down on the parachute or turns, they can fall and get hurt.

**Activity #5: Ostrich**-Students make a mushroom. On a given command, students move to their knees and then onto their stomachs. Next, students pull the parachute down and put only their heads under the parachute.

**Activity #6: Igloo**-Make a mushroom and take a step underneath the parachute while pulling it down behind oneself. Then, students sit down on the edge of the parachute and students are on the inside of the parachute. This is a good time to tell a joke or a short story to make it fun!

**Activity #7: Rocking Chair**-While in the igloo, rock back and forth against the parachute.

**Activity #8: Shark**-Students lie on the floor and pull the parachute chest high, making gentle waves. The leader goes under the parachute with a Frisbee (or uses their hand) to make a “shark fin”. After swimming around a bit, the shark grabs a swimmer’s leg. Swimmer screams then takes Frisbee to become a new shark. After a minute or less, the teacher adds a shark or two. Check for safety in this activity.

**Activity #9: Climb the Mountain**-Make a mushroom, pull the parachute down quickly to the ground on a given command. Get on the parachute on your knees. Players who are on the color of the panel called out by the teacher can climb the bubble of air to the middle.

**Activity #10: Racing Heartbeat**-Students make mushroom and extend arms high in the sky. Students bring it down and then up again. The teacher calls out a color, and anyone holding on to that color lets go and crosses under.

**Activity #11: Waves Overhead**–Three people are chosen to go under the parachute. The rest of the group makes waves over them.

**Activity #12: Floating Cloud**-Students hold the parachute up with arms extended for 3 seconds. Teachers ask for students to let go of the parachute on the count of three. On three, the teacher pulls the parachute just a little bit to direct the parachute to one side of the circle. One side of the students will get “rained on” by the parachute. Tell students that have the parachute land on them to stand still and let other students uncover them. Repeat this activity and direct the cloud in a different direction to land on a different set of students.

**Activity #13: Circle Sit-ups**–Students sit on the ground with their legs bent under the parachute while holding onto the edge with an overhand grip. One side lean back, the other side sits up, then they reverse. In addition, students perform 5-10 sit-ups.

**Activity #14: Waves Rolling**– About three people get on their hands and knees on the chute and crawl, roll, and move around the parachute while the group makes waves.

**Activity #15: Big Bang**-The foam balls start in the middle, and students lift the parachute shoulder high and snap down on command.

## CLOSING

### REVIEW:

How do the following directions help you in everyday life? If you are a good listener, you will be able to learn more in school. If you can follow directions, then you can perform your best work in school and everywhere else. Give me a thumbs up if you were able to hit the learning target today? I can follow rules and directions. Give me a thumbs up if you think playing with the Parachute is FUN? Did your body feel warmer or cooler after playing with the Parachute?

### Exit Ticket/Performance: Parachute Self-Assessment (Start/Stop Signals)

Assessment corners are set up that include a pile of worksheets and 1 box of crayons. When I call you squad/team move to an assessment corner. Collect a worksheet and crayon. When finished filling it out, give your worksheet to me and then line up.

**Assessment Locomotor: Gallop**

<b>PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>		<b>Suggested Tasks &amp; Assessments</b>  (Examples of ‘in movement sequences or game situations’) <ul style="list-style-type: none"> <li><input type="checkbox"/> Students maintain form and can use galloping skills during movement sequences or games.</li> <li><input type="checkbox"/> A short flight segment is noted</li> <li><input type="checkbox"/> Students vary directions, pathways, and speed of the gallop.</li> </ul> (Examples of “in isolation”) <ul style="list-style-type: none"> <li>• Students gallop at a station or in a line using the correct form</li> <li>• Students gallop with others at a given signal.</li> <li>• Students’ tell (cues) and explore how to gallop</li> </ul> (Examples of “limited knowledge or ability”) <ul style="list-style-type: none"> <li>• Students’ cannot tell (cues) how to gallop without falling</li> <li>• Students’ cannot demonstrate how to gallop without crossing their legs</li> </ul>
<b>Exceeds</b>	In addition to the 3, creates movement sequences or applies skill beyond expectations.	
<b>3</b>	Demonstrates galloping skills in movement sequences or game situations.	
<b>2</b>	Demonstrates galloping skills in isolation.	
<b>1</b>	Demonstrates limited knowledge or the ability of basic galloping skills.	
<b>Critical Knowledge &amp; Skills</b>		
<ul style="list-style-type: none"> <li>• Eyes look in the direction of travel</li> <li>• The body remains in an upright position</li> <li>• Step forward with the lead foot and close with the back foot. Feet do not scissor/cross.</li> <li>• Both feet momentarily leave the ground (flight)</li> <li>• The body moves with a smooth, rhythmical 1-2, 1-2 motion (glide)</li> <li>• Cues: step-close, step-close</li> </ul>		

**Assessment Locomotor: Hop**

<b>PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>		<b>Suggested Tasks &amp; Assessments</b>  <b>(Examples of ‘in movement sequences or game situations)</b>  <ul style="list-style-type: none"> <li>• The student maintains balance when they hop during movement sequences or games.</li> <li>• Student can hop on either foot</li> <li>• During a teacher-directed game, student varies directions, pathways, and speed of hopping.</li> <li>• Students can combine hopping with other locomotor movements.</li> </ul> <b>(Examples of “in isolation”)</b>  <ul style="list-style-type: none"> <li>• During a lesson, station, or practice session the student hops</li> <li>• During a lesson, station, or practice session the student hops with others at a given signal.</li> <li>• During a lesson, station, or practice session the student tells (cues) and explores how to hop safely</li> </ul> <b>(Examples of “limited knowledge or ability”)</b>  <ul style="list-style-type: none"> <li>• During a lesson, station, or practice session the student cannot tell (cues) how to hop without falling</li> <li>• During a lesson, station, or practice session the student cannot demonstrate how to hop without falling</li> </ul>
<b>Exceeds</b>	In addition to the 3, creates movement sequences or applies skill beyond expectations.	
<b>3</b>	Demonstrates hopping skills in movement sequences or game situations.	
<b>2</b>	Demonstrates hopping skills in isolation.	
<b>1</b>	Demonstrates limited knowledge or the ability of basic hopping skills.	
<b>Critical Knowledge &amp; Skills</b>		
<ul style="list-style-type: none"> <li>• The knee is bent, and arms are back to begin the hop</li> <li>• Hopping is a springing motion from one foot to the same foot</li> <li>• Arms begin to swing forward and upward</li> <li>• Ankle and knee extend thrusting the body upward</li> <li>• Foot leaves the floor</li> <li>• Landing: ankle/knees bend to absorb the force</li> <li>• The landing should be soft (quiet) while the student retains balance on one foot</li> </ul>		

Assessment Locomotor: Jump/Land

<b>PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>		<b>Suggested Tasks &amp; Assessments</b>  (Examples of “in movement sequences or game situations”)  <ul style="list-style-type: none"> <li>The student maintains balance when they use jumping and landing skills during movement sequences or games.</li> <li>During a teacher-directed game, student varies directions, pathways, and speed of jumping.</li> <li>During a teacher-directed game, student varies directions, pathways, and speed of jumping.</li> </ul> (Examples of “in isolation”)  <ul style="list-style-type: none"> <li>During a lesson, station, or practice session the student jumps and lands using a mat for landing</li> <li>During a lesson, station, or practice session the student jumps with others at a given signal.</li> <li>During a lesson, station, or practice session the student tells (cues) and explores how to jump and land safely</li> </ul> (Examples of “limited knowledge or ability”)  <ul style="list-style-type: none"> <li>During a lesson, station, or practice session the student cannot tell (cues) how to jump or land without falling</li> <li>During a lesson, station, or practice session the student cannot demonstrate how to jump and land without falling</li> <li>Lands without absorbing force with bent legs and does not land softly (force absorption)</li> </ul>
<b>Exceeds</b>	In addition to the 3, creates movement sequences or applies skill beyond expectations.	
<b>3</b>	Demonstrates jumping/landing skills in movement sequences or game situations.	
<b>2</b>	Demonstrates jumping/landing skills in isolation.	
<b>1</b>	Demonstrates limited knowledge or the ability of basic jumping/landing skills.	
<p align="center"><b>Critical Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>Knees are bent and arms are back to begin the jump</li> <li>Feet are spread shoulder-width apart</li> <li>Arms begin to swing forward and up to the sky</li> <li>Legs forcefully extend thrusting the body upward</li> <li>Feet leave the floor</li> <li>Landing: toes point towards the floor as knees bend to absorb the force</li> <li>The landing should be soft (quiet)</li> </ul>		

<u>Inside</u> 	<u>Outside</u>
Balance ball on racquet or paddle	Plank
Roll ball around the edge of the Racquet or paddle (kneeling or standing)	Body Fold
Bounce ball, then catch on the Racquet/paddle	Line jumps
Tap downs	Run in place
Tap ups	Squats

Assessment Locomotor: Slide

<b>PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>		<b>Suggested Tasks &amp; Assessments</b>  (Examples of “in movement sequences or game situations”)  <input type="checkbox"/> The student maintains form when they use sliding skills during movement sequences or games. <input type="checkbox"/> A short flight segment is noted <input type="checkbox"/> Student varies directions, pathways, and speed of the slide. <input type="checkbox"/> The student uses slide in both directions and combinations with other locomotor skills  (Examples of “in isolation”) • Students slide at a station using the correct form in one direction only • Students slide with others at a given signal. • Students’ tell (cues) and explore how to slide  (Examples of “limited knowledge or ability”) • Students cannot tell (cues) how to slide • Students can not recognize the sliding motor pattern. • Students ’ cannot demonstrate how to slide without crossing their legs
<b>Exceeds</b>	In addition to the 3, creates movement sequences or applies skill beyond expectations.	
<b>3</b>	Demonstrates sliding skills in movement sequences or game situations.	
<b>2</b>	Demonstrates sliding skills in isolation.	
<b>1</b>	Demonstrates limited knowledge or the ability of basic sliding skills.	
<p align="center"><b>Critical Knowledge, Skills, &amp; Cues</b></p> <ul style="list-style-type: none"> <li>• Chin is placed over the lead shoulder</li> <li>• Eyes look in the direction of travel</li> <li>• The body remains in an upright position</li> <li>• Feet stay parallel to each other (even during the flight phase) Feet do not scissor/cross.</li> <li>• Both feet momentarily leave the ground (flight)</li> <li>• The body moves with a smooth, rhythmical motion (glide)</li> <li>• Cues: side –together, side-together</li> </ul>		

## Unit #2: Fitness and Sports Theme

Course: First Grade  
Physical Education

UNIT 2: Fitness and Sports

PACING: 9 Weeks

**UNIT FOCUS:** Fitness, Dribbling, Passing, Scooter boards

### STANDARDS AND ELEMENTS

**MOTOR SKILLS PE1.1** The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

b. Performs non-locomotor and locomotor combinations.

k. Dribbles continuously in personal space using the dominant hand.

l. Dribbles a ball using the inside of the foot while walking in general space.

m. Approaches a stationary ball and kicks it forward while refining correct kicking form (keeping eye on the ball, walking up to the ball, stepping with opposite foot next to the ball, contacting the ball with the dominant foot, and following through).

**STRATEGIES PE1.2** The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

b. Travels demonstrating low, medium, and high levels.

c. Travels over, under, around, and through a variety of objects.

d. Differentiates between fast and slow speeds.

e. Differentiates between strong and light force.

**FITNESS PE1.3** The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

a. Discusses the benefits of exercising/playing and being active.

b. Actively engages in physical education class.

c. Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.

d. Practices the proper protocol for each Georgia Fitness Assessment component.

**RULES PE1.4** The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

a. Accepts personal responsibility by using equipment and space appropriately.

b. Follows the rules and procedures of the learning environment.

c. Responds appropriately to feedback from the teacher.

d. Works independently with others in small and large groups.

e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5** The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

a. Recognizes physical activity as a component of good health.

b. Recognizes that challenges in physical activity can lead to success.

c. Describes positive feelings that result from physical activities.

d. Identifies personal likes and dislikes regarding participation in physical activities with others.

e. Accepts and respects differences and similarities in physical abilities in self and others.

### EXAMPLE LESSON PLANS

Fitness obstacle course

Super Soccer

Basketball

Scooter Trash ball

## EXAMPLE ASSESSMENTS

<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
Visual Observations	Teacher checklist  Thumbs Up/Down  Self-assessment  Peer-assessment  Video assessments with visual skill cues	Formal skills checklist that aligns with the standards.  Skill evaluation using rubrics

## SUPPLEMENTAL RESOURCES

Website: Alliance for a Healthier Generation <https://www.healthiergeneration.org>

Websites with obstacle courses

<https://www.youtube.com/watch?v=90XgtBLx1Cg>

Advanced heart obstacle course-

<https://www.youtube.com/watch?v=Pkn1C5hegls&t=89s> Virtual learning obstacle

courses- <https://www.youtube.com/watch?v=sCjg6LmO-mE>

<https://www.youtube.com/watch?v=8ZMEZy6j3Ug>

**Lesson Plan 1: Fitness Obstacle Course**

<b>Course: Physical Education</b>			<b>Grade: 1</b>	<b>Unit: 2</b>	<b>Lesson Plan: 1</b>
<b>LESSON TITLE: Fitness Obstacle Course</b>					
<b>ENDURING UNDERSTANDING:</b> Students will practice skill-related fitness activities with focus on form and safety. In addition, they will go over, under, around, and through pieces of equipment to increase their heart rates.					
<b>GSE TO ADDRESS IN UNIT</b>					
<b>MOTOR SKILLS PE1.1</b> The physically educated student demonstrates competency in a variety of motor skills and movement patterns.					
b. Performs non-locomotor and locomotor combinations.					
<b>STRATEGIES PE1.2</b> The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.					
b. Travels demonstrating low, medium, and high levels.					
c. Travels over, under, around, and through a variety of objects.					
d. Differentiates between fast and slow speeds.					
e. Differentiates between strong and light force.					
<b>FITNESS PE1.3</b> The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.					
a. Discusses the benefits of exercising/playing and being active.					
b. Actively engages in physical education class.					
c. Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.					
<b>RULES PE1.4</b> The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
a. Accepts personal responsibility by using equipment and space appropriately.					
b. Follows the rules and procedures of the learning environment.					
c. Responds appropriately to feedback from the teacher.					
d. Works independently with others in small and large groups.					
e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.					
<b>VALUE AND JOY PE1.5</b> The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.					
a. Recognizes physical activity as a component of good health.					
b. Recognizes that challenges in physical activity can lead to success.					
c. Describes positive feelings that result from physical activities.					
d. Identifies personal likes and dislikes regarding participation in physical activities with others.					
e. Accepts and respects differences and similarities in physical abilities in self and others.					
<b>ASSESSMENTS:</b>					
<b>DIAGNOSTIC</b>		<b>FORMATIVE</b>		<b>SUMMATIVE</b>	
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.	
<b>Teacher observation</b>		Self-assessment Class discussion on fitness and the importance of taking care of your body.		N/A	

## MAJOR UNIT CONCEPTS AND VOCABULARY

### CONCEPTS:

Fitness  
Participation and effort  
Uses space and equipment safely  
Follow directions and classroom rules

**VOCABULARY:** heart, heart rate, pulse, oxygen, fast, skill-related fitness, slow, push-ups, jumping jacks, jump, crawl, sit-ups, run, over, under, around, and through

### LINKS:

Websites with obstacle courses

<https://www.youtube.com/watch?v=90XgtBLx1Cg>

Advanced heart obstacle course- <https://www.youtube.com/watch?v=Pkn1C5hcgl&t=89s>

Virtual learning obstacle courses- <https://www.youtube.com/watch?v=sCjg6LmO-mE>

<https://www.youtube.com/watch?v=8ZMFZy6j3Ug>

## DIFFERENTIATED LEARNING

**SPACE:** Obstacle course set up to increase or decrease challenge through the distance of the equipment. Start and stagger students at different parts of the obstacle course to prevent a long wait time.

**TIME:** Once the activity starts and students have gone through the course a couple of times, their heart rate increases, and they will be able to recover while waiting in line. Monitor activity for safety, and health issues. Stop activity after a period to conduct a heart rate check. This is a great time for a short discussion about fitness.

**TASK:** Obstacle course setup or physical activity can be changed to increase or decrease the challenge. For example, students can walk instead of running to decrease the intensity of the activity. Students can perform modified push-ups instead of standard push-ups that are performed on toes.

**GROUPING:** Students are assigned to teams balanced in gender, skill, and behavior.

## MATERIALS

### STUDENT EQUIPMENT:

Poly spots, hula-hoops, jump ropes, balance beams, scooters, pop-up tunnels, floor tape, chalk  
Cones in different shapes and sizes to mark pathways  
Mats in different shapes and sizes  
Tunnels can be created with mats and combining different pieces of equipment.  
Fitness signs are placed in specific areas for students to perform exercise challenges.  
Mini trampolines(optional)

### TEACHER EQUIPMENT:

Music for warming up the body, stereo system, and cordless microphone  
Heart and circulatory system posters and information in bold print.  
Smartboard with the introduction activity that includes short videos of the heart and circulatory system.

<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>ESSENTIAL QUESTIONS:</b> Name some activities that get your heart beating faster. Why is physical activity important? What is an obstacle course?</p> <p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>Today we are going to complete the fitness obstacle course! Make a fist with your hand with the left hand. Students will learn that the heart is the size of their fist. Place the other hand flat on the heart which is in the center of the chest and slightly to the left side of the body. Demonstrate a heart rate check by opening or closing the hand slow and then fast. Show students how fast the hand opens and closes when you exercise faster. Students will learn about the circulatory system and its pathway through the heart with the information provided by a heart poster and circulatory system poster. Or the teacher can use a Smartboard to show heart and circulatory system videos from YouTube. Review and discuss briefly vocabulary words.</p> <p>When you start to move faster and exercise, your muscles need more oxygen. Every time you breathe in air, oxygen is transferred into your blood. The heart pumps blood with oxygen to your muscles. Muscles need oxygen to work for a long period. The blood is moved through the body through the circulatory system. This system moves deoxygenated blood through the right side of the heart into the lungs where it picks up oxygen, and then carries the oxygenated blood through the left side of the heart into the aorta and then out to all of the muscles that need the oxygenated blood to be able to move.</p> <p>The learning target is to make the heartbeat faster and to move through the obstacle course safely.</p> <p>Activity Procedure: Teachers or students demonstrate obstacles. Focus on safety by using equipment properly, performing exercises with good form, and following the pathways in the correct direction.</p>
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <p><b>Activity Name:</b> Fitness Obstacle course</p> <p><b>Set-Up:</b> Create specific areas for students to perform physical activity and demonstrate the obstacle course noting safety along the course. Equipment and signs are placed on the gym floor or outside space in specific pathways for students to follow. Play motivational music during the class to make it fun.</p> <ol style="list-style-type: none"> <li>1. Place and group 6 hula-hoops close together for students to jump, hop, or run through.</li> <li>2. Set up tunnels for students to crawl through.</li> <li>3. Place balance beams in straight or curved pathways. If you do not have balance beams, use floor tape, chalk, or poly spots to create a pathway to walk across or balance on.</li> <li>4. Scooter can be used in a designated area(optional)</li> <li>5. Fitness poster or sign is placed on the cone or floor. Students will perform the exercise on the sign 5- 10 repetitions.</li> <li>6. Students can jump or leap over mats or shorts cones.</li> <li>7. Cone can be set placed in a zig-zag pathway for students to walk or run through.</li> <li>8. Ladders can be used on grounds to step through.</li> </ol> <p>Activity Procedure: Students are called a squad at a time to the starting area of the obstacle course or can be placed halfway along the course to prevent a long line. Students move through the course at their pace. The teacher monitors activity for safety provides verbal commentary to encourage students to use good exercise form and stops the activity when students look tired to perform a heart rate check. Show me how fast your heart is beating?</p>

<b>CLOSING</b>	<p><b>REVIEW:</b> Students gather in a small group to discuss the heart and obstacle course. Self-assessment: Show me how fast your heart is beating with your hand.</p> <ol style="list-style-type: none"><li>1. How big is your heart?</li><li>2. Why do our muscles need oxygen?</li><li>3. What did the obstacle course do to your heart?</li><li>4. What was the learning target?</li></ol> <p>Give me a thumbs up or down if you hit the learning target. You all did a great job with the fitness obstacle course. I loved seeing you use skill-related fitness and using the equipment safely. Review and/or student demonstration of skills are shown.</p> <p><b>Exit Ticket/Performance:</b></p> <p>Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.</p>
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SAMPLE

## Lesson Plan 2: Super Soccer Skills

Course: Physical Education	Grade: 1	Unit: 2 Fitness and Sports	Lesson Plan: 2
<b>LESSON TITLE: Super Soccer skills</b>			
<b>ENDURING UNDERSTANDING: Students practice dribbling a ball with self-control in personal space and traveling through general space.</b>			
<b>GSE TO ADDRESS IN UNIT</b>			
<b>MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>			
b. Performs non-locomotor and locomotor combinations.			
l. Dribbles a ball using the inside of the foot while walking in general space.			
m. Approaches a stationary ball and kicks it forward while refining correct kicking form (keeping eye on the ball, walking up to the ball, stepping with opposite foot next to the ball, contacting the ball with the dominant foot, and following through).			
<b>STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>			
c. Travels over, under, around, and through a variety of objects.			
d. Differentiates between fast and slow speeds.			
e. Differentiates between strong and light force			
<b>FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
b. Actively engages in physical education class.			
<b>RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>			
a. Accepts personal responsibility by using equipment and space appropriately.			
b. Follows the rules and procedures of the learning environment.			
c. Responds appropriately to feedback from the teacher.			
e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.			
<b>VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>			
b. Recognizes that challenges in physical activity can lead to success.			
<b>ASSESSMENTS:</b>			
<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.	
Teacher observation	Class discussion and demonstration of soccer cues. Thumbs Up/Down		
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>			
<b>CONCEPTS:</b>			
Soccer			
Dribbling with feet			
Participation and effort			
Uses space and equipment safely			
Follow directions and classroom rules Shows respect to the teacher and other students			
<b>VOCABULARY:</b> Dribbling, inside, outside, toe, ball control, self-control			

## DIFFERENTIATED LEARNING

**SPACE:** Shorten distance of boundary lines to make the activity easier.

**TIME:** Adjust the speed of music to make it easier or harder.

**TASK:** Students progress through skill challenges after they successfully complete each progressive skill. How far they progress is up to their ability level.

**EQUIPMENT:** Adjust the size and/or weight of the ball to make it easier to control.

**GROUPING:** Students are assigned to teams balanced in gender, skill, and behavior. The teacher will assist in the pairing of partners to ensure student success.

## MATERIALS

### STUDENT EQUIPMENT:

1 size 3 soccer ball per student, and 5 size 3 gator skin balls

### TEACHER EQUIPMENT:

Music for warming up the body, whistle, a stereo system, cordless microphone, and start/stop of the activity with a whistle or music,

## OPENING Getting students ready to learn

**ESSENTIAL QUESTIONS:** Why do we teach Soccer skills in PE?

### HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

Today we are focusing on our soccer skills. How many of you play soccer? Is there anyone who has never played soccer before? Did you know that in some other countries that it is called "futbol"? We will start off today by working on foot dribbling skills. Learning Target: I will control the ball with my feet. The teacher demonstrates cues for dribbling the ball with inside/outside of the foot. Show students a shoe and point to the inside/outside parts of the shoe the ball touches. The inside and outside of the shoe are a flatter surface that allows you better control. If you kick the ball with your toe, you will not have as much control. NO toes or you will break your toes! Show students how to trap or stop the ball to get it under control versus bending down to the floor and trying to stop it with their hands. NO hands on the ball for soccer skills! Handball!

Foot dribbling cues:

1. Use inside/outside taps to control the ball.
2. Alternate feet as you travel in general space.
3. Keep the ball close to the body and under control, as you travel in general space.
4. Stay light on the feet and keep moving.

Ready position for soccer: One foot on the ball and arms out to sides in a T formation.

Set-Up: The balls can be placed in squad corners or designated areas to transition students faster. The teacher whistle is used to start and stop only. A whistle is never used excessively loud to startle students. Music can also be used to start/stop the activity. Play motivational music to make activity time fun.

Activity Procedure: Students retrieve a ball with their feet, find personal space, and get in a ready position.

## FOCUS ACTIVITY

### STUDENT AND TEACHER PROCEDURES:

Activity Name: Super Soccer skills

Activity Procedure:

#### **Activity #1:** Ball control drills

1. Ball Jumps-Place ball in between feet and squeeze the ball. Jump up and down 5-10 times with the ball in between the feet.
2. Happy feet or tick-tock drill-Place the ball in between feet and tap lightly with the inside of the foot 10 times.
3. Foot taps- Place one foot on the ball and alternate foot taps are performed 10 times.
4. Foot taps with alternating feet- Place foot on the ball and roll it forward and back, then side to side. The right foot rolls the ball to the side and it is trapped with the left foot on top of the ball. Repeat this with the left foot. 10 times.
5. Pull Backs-Place right foot on top of the ball, roll it behind the body and make a half turn to the right. Stop the ball with the left foot. The left foot is on top of the ball, pull the ball with a foot behind the body, and perform a half turn to the left with the right foot trapping the ball. Repeat 10 times.
6. Foot rainbows- Feet start on the side of the ball. One foot sweeps over in front and around the ball but never touches it, followed by the next foot. This drill is performed slow or fast 10 times.

#### **Activity #2:** Dribbling ball in general space with self-control.

1. The student will dribble the ball around the room in general space using the inside of their feet to control the ball.
2. The student will dribble the balloon around the room in general space using the outside of their feet.
3. The student will dribble the balloon around the room in general space alternating between both the inside and outside of the foot.

**Transition:** Student demonstration of dribbling the ball with the inside and outside of the foot. The students will find a partner and have a seat on the floor together. Then the oldest partner can put one ball away.

#### **Activity #3:** Poison Trees

The youngest partner stands still in personal space. You are the "trees". The oldest partner dribbles the ball through the forest without touching the trees. Dribbler, if your ball touches a tree, then you become a tree; tree you become a dribbler. After a minute, switch places with partners and repeat the activity.

#### **Activity #4:** Tunnels

The youngest partners form tunnels by standing with open legs. The older partners have the ball on the floor, and one minute to see how many tunnels they can get through. Switch. Option: After 6 balls have gone through your tunnel the tunnel closes. The oldest partner returns the ball dribbling with feet.

## CLOSING

**REVIEW:** Students will gather around in front of the teacher to discuss dribbling skills and cues. Review cues for dribbling ball with feet. Student demonstration of skills is given. Give me a thumbs up if you hit the learning target. What were we focusing on for this class? Ball control. I thought all of you did a great job controlling the soccer balls. Now, I have a few words of advice for all of you. Practice, Practice, Practice. No one ever excelled in anything without a lot of practice. You can do it!

**Exit Ticket/Performance:**

Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the game. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.

SAMPLE

## Lesson Plan 3: Basketball

Course: Physical Education

Grade: 1

Unit: 2 Fitness and Sports

Lesson Plan: 3

### LESSON TITLE: Basketball

**ENDURING UNDERSTANDING:** Students will use finger pads to dribble and control the basketball. Students will travel dribbling the ball in general space without disturbing others.

#### GSE TO ADDRESS IN UNIT:

**MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

- b. Performs non-locomotor and locomotor combinations.
- k. Dribbles continuously in personal space using the dominant hand.

**STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- b. Travels demonstrating low, medium, and high levels.
- d. Differentiates between fast and slow speeds.
- e. Differentiates between strong and light force.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- b. Actively engages in physical education class.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- b. Recognizes that challenges in physical activity can lead to success.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

#### 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.
Checklist from previous year Self-assessment	Class discussion and demonstration of dribbling cues Verbal commentary from teacher Thumbs Up/Down	N/A

#### MAJOR UNIT CONCEPTS AND VOCABULARY

#### FOUNDATIONAL INFORMATION:

**CONCEPTS:** Dribbling with hands at various speed while keeping the ball under control, incorporating movement concepts with hand dribbling, and working through challenges of learning a new skill

**VOCABULARY:** Dominant, Non-Dominant, Dribbling, Finger Pads, Force, self-control

## DIFFERENTIATED LEARNING

**SPACE:** Students will be provided a poly spot to help focus their dribbling and work on control by making the basketball hit the poly spot on each dribble.

**TIME:** Students will progress through skill challenges at their own pace and are given more time to master challenges.

**TASK:** Students progress through skill challenges after they successfully complete each progressive skill. How far they progress is up to their ability level.

**EQUIPMENT:** Teachers can change and adjust the size and/or weight of the ball to make it easier to control. Playground balls are a good option depending on the needs of individual students.

## MATERIALS

### STUDENT SUPPLIES:

1 basketball per student, 1 poly spot per student, 1 dribbling rubric self-assessment per student, and 4 boxes of crayons for students to complete the self-assessment

### TEACHER SUPPLIES:

Music for warming up the body, start/stop of the activity needs a whistle or music, stereo system, and cordless microphone. Copies of dribbling rubric sheets before class for all students to have a copy. Special songs for the basketball unit make it fun. Best songs: Basketball by Kurtis Blow, Sweet Georgia Brown-Harlem Globetrotters theme song, High School Musical-Get your head in the game, and Space Jam movie soundtrack

## OPENING Getting students ready to learn

**ESSENTIAL QUESTIONS:** Why do we play basketball?

### HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

A teacher basketball skill demonstration is the hook. Play “Basketball” song by Kurtis Blow while the teacher dribbles a basketball to build enthusiasm in the class. Stop music and demonstration. We are practicing basketball skills today! We will start off with ball control and dribbling the basketball. EQ: Why do we play basketball? It’s FUN, you sweat, your heart rate increases, eye-hand coordination, grows brain, etc.... You can play this with your friends and family instead of sitting on the couch. Our goal is to teach you basketball skills so that you can go home and play in the neighborhood with friends. We want you to keep moving your body and stay physically fit. How do you dribble a basketball? Do you use 2 hands?

Dribbling tips:

1. Dribble the ball with one hand at a time.
2. Dominant and dominant hands
3. You will use your finger pads to push the ball down. Your palm does not touch the ball. No slapping!
4. Keep the ball at a medium to a low level and to the side of the body.

Learning Target: I will use my finger pads. When I call your squad, go get a ball from the squad corners or designated area. . Students will put the ball in FREEZE/ready position, under your armpit. This shows you are ready to hear the next instructions. Ready position for basketball: Ball under the armpit.

Set-Up: The balls can be placed in squad corners or designated areas to transition students faster. The teacher whistle is used to start and stop only. A whistle is never used excessively loud to startle students. Music can also be used to start/stop the activity. Play motivational music to make activity time fun. Poly spots are scattered on the floor.

Activity Procedure: Students retrieve a ball, find a poly spot, and get in a ready position.

<b>CREATING</b>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <p><b>Activity #1:</b> Teacher-led activity: We will follow the leader/teacher. Try your best! This is for fun and to help you have better ball control.  “Get your head in the game” from High School musical is played during the activity.</p> <ol style="list-style-type: none"> <li>1. Ball goes around head 5 times and then changes direction.</li> <li>2. Ball goes around waist 5 times “ “ “ “</li> <li>3. Ball goes in a figure eight between legs.</li> <li>4. Ball goes around the Left lower leg 5 times and changes direction.</li> <li>5. “ “ “ Right “ “ “ “</li> <li>6. Dribble on right side of body 10 times.</li> <li>7. “ left “ “</li> <li>8. Alternate hands</li> <li>9. Drop down to 1 knee and dribble on the right side of body.</li> <li>10. “ “ “ “ left “ “</li> <li>11. Dribble and walk in a circle to the left 5 times.</li> <li>12. “ “ “ right “</li> <li>13. Toss ball fast from the left to the right 10 times.</li> <li>14. “ “ slow “ “ “ “</li> <li>15. Alternate dribble left and right hands 20 times.</li> </ol> <p><b>Activity #2:</b> Students use the poly spot to maintain space.</p> <ol style="list-style-type: none"> <li>a. Students will dribble and use finger pads to push the ball down to their favorite side of the body and catch it.</li> <li>b. Dribble the ball with the dominant hand 2 times and catch it. Dribble, 3 times, and catch it. Repeat this until students can get to 10.</li> <li>c. Switch hands and repeat b. with the non-dominant hand.</li> </ol> <p><b>Activity #3:</b> Students dribble the ball in general space using your favorite hand or dominant hand. Every 2 steps, the ball must bounce 1 time.</p> <p><b>Activity #4:</b> Students will dribble the ball and walk using the non-dominant hand or “yucky” hand.</p> <p><b>Activity #5:</b> The teacher demonstrates dribbling with alternating hands in personal space. Students practice 30 seconds in personal space using a poly spot. If students want a challenge, they can dribble in the activity area alternating hands while walking around the room.</p> <p><b>Activity #6:</b> : Student choice-</p> <ol style="list-style-type: none"> <li>1. Students can stay in a personal space and keep dribbling the ball on a poly spot.</li> <li>2. Students can dribble the ball while walking around the room alternating hands for an added challenge.</li> <li>3. Students with good ball control can keep dribble faster around the room.</li> </ol>
<b>CLOSING</b>	<p><b>REVIEW:</b> Students will gather around in front of the teacher to discuss dribbling skills and cues. Review cues for dribbling the ball with hands. Student demonstration of skills is given. Give me a thumbs up if you hit the learning target. What were we focusing on for this class? Dribbling ball with finger pads. I thought all of you did a great job controlling the basketball. Now, I have a few words of advice for all of you. Practice, Practice, Practice! The only way you get better is to practice. You can do it!</p> <p><b>Exit Ticket/Performance:</b>  Assessment corners are set up that include a pile of worksheets and 1 box of crayons. When I call you squad/team move to an assessment corner. Collect a worksheet and crayon. When finished filling it out, give your worksheet to the teacher and then line up.</p>

**Assessment: Basketball Dribble**

Name: Class: Cues		
Eyes Up		
Knees Bent		
Use Finger pads		
Ball at waist level		
Ball at the side for control		
<b>5: Exceed    4: Meets    2-3: Progressing    0-1: Not Demonstrated</b>		

Assessment: Manipulative: Throw 1<sup>st</sup> Grade

<b>MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>		
<b>Exceeds</b>	In addition to the 3, creates movement sequences or applies skill beyond expectations.	<p><b>Suggested Tasks &amp; Assessments</b></p> <p><b>Examples of “in movement sequences or game situations)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The student maintains form and can use overhand or underhand throwing skills during movement sequences or games. The student throws a ball over a net/boundary line during a game</li> <li><input type="checkbox"/> Student can appropriately vary the distance of a thrown ball to a partner during a game situation</li> </ul> <p><b>(Examples of “in isolation”)</b></p> <ul style="list-style-type: none"> <li>• The student tells throwing (cues) and explores how to throw.</li> <li>• The student throws a ball while at a station or in a line using mostly correct form.</li> <li>• The student throws a yarn ball at a target (hula hoop) but is not accurate</li> <li>• The student throws a ball but cannot vary the distance</li> </ul> <p><b>(Examples of “limited knowledge or ability”)</b></p> <ul style="list-style-type: none"> <li>• Student cannot tell throwing (cues)</li> <li>• Student can use overhand throwing skills but with limited control</li> <li>• Student cannot demonstrate how to throw a ball overhand using arm/leg opposition</li> </ul>
<b>3</b>	Demonstrates underhand or overhand throwing skills in movement sequences or game situations.	
<b>2</b>	Demonstrates underhand or overhand throwing skills in isolation.	
<b>1</b>	Demonstrates limited knowledge or the ability of basic throwing skills.	
<b>Critical Knowledge &amp; Skills</b>		
<ul style="list-style-type: none"> <li>• Stand sideways to target, non-dominant leg forward in a ready position, looking at the target</li> <li>• Feet are shoulder-width apart</li> <li>• The ball is held in the dominant hand as the elbow is bent at a 90-degree angle</li> <li>• Step forward on the front foot and opposite the throwing arm/hand (arm-leg opposition)</li> <li>• Rotate pelvis then trunk towards the target</li> <li>• The back foot pushes as the body rotates toward the target</li> <li>• Throwing arm swings forward and across body after release (follow-through)</li> <li>• Cue: Step-turn-throw-follow through</li> </ul>		

## Lesson Plan 4: Scooter Trash Ball

Course: PE	Grade: 1	Unit: 2 Fitness and Sports	Lesson Plan: 4
<b>LESSON TITLE: Scooter Trash ball</b>			
<b>ENDURING UNDERSTANDING: Students will work together in a game situation following rules and directions. Students will use scooters safely, and apply basketball shooting skills.</b>			
<b>GSE TO ADDRESS IN UNIT</b>			
<b>MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>			
b. Performs non-locomotor and locomotor combinations.			
<b>STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>			
c. Travels over, under, around, and through a variety of objects.			
d. Differentiates between fast and slow speeds.			
e. Differentiates between strong and light force.			
<b>FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
b. Actively engages in physical education class.			
<b>RULES: PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>			
a. Accepts personal responsibility by using equipment and space appropriately.			
d. Works independently with others in small and large groups.			
e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.			
<b>VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>			
b. Recognizes that challenges in physical activity can lead to success.			
d. Identifies personal likes and dislikes regarding participation in physical activities with others.			
e. Accepts and respects differences and similarities in physical abilities in self and others.			
<b>ASSESSMENTS:</b>			
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>	
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.	
Teacher observation	Class discussion and demonstration of scooter safety. Verbal commentary from teacher Thumbs Up/Down	N/A	
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>			
<b>CONCEPTS:</b>			
Scooter boards			
Participation and effort			
Uses space and equipment safely			
Follow directions and classroom rules			
Basketball shooting skill			
<b>VOCABULARY:</b> Scooter, safety, offense, defense			

## DIFFERENTIATED LEARNING

**SPACE:** Each team will be provided 1 poly spot to remind the defender to stay near their team trashcan. Cones can be set up closer or farther away from the trashcans.

**TIME:** Students can be given extra time to shoot balls.

**TASK:** Students choose with the ball on the scooter during the game to get closer to the trashcan. This allows o to ensure student success at shooting skills.

**EQUIPMENT:** Teachers will use a variety of different sized foam balls to adjust the shooting challenge.

**GROUPING:** Students are assigned to teams balanced in gender, skill, and behavior.

## MATERIALS

**STUDENT EQUIPMENT:** Medium foam or Gatorskin balls, yarn balls, and small foam balls per half the class, 4 trashcans, 32 mini cones, scooters per half the class, 1 Pennie per student on scooters, and 4 poly spots. Optional ideas: color coordinate the cones, scooters, poly spots, pennies, and trashcans per team/squad

**TEACHER EQUIPMENT:** Music, whistle, a stereo system, cordless microphone, and method to start/stop the activity. Examples-whistle or music.

### OPENING Getting students ready to learn

**ESSENTIAL QUESTIONS:** Why is it important to follow rules and directions?

#### **HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

Today, we will be using scooters for the first time this year in a game called Scooter Trash Ball. Scooter rules are important because people can get hurt if you do not follow directions.

Scooter rules:

1. Student bottoms must be on the scooters at all times!
2. Hands-on handles or edge of the scooter.
3. If you go too fast on the scooter, it can tip over.

You will be shooting toward the other team's trashcans. The object of the game is to have the least amount of balls in your team trashcan at the end of the game. You can have one student play goalie and be a defender. Discuss the terms offense and defense. The learning target is to follow directions of the game.

### FOCUS ACTIVITY

#### **STUDENT AND TEACHER PROCEDURES:**

**Activity Name:** Scooter Trash Ball

**Set-Up:** The class is divided into equal 4 teams and wait on the line in their team corner area. The balls all start in the middle of the gym or play area. One poly spot is placed near each trashcan for the defender to start the game on.

**Activity Procedure:** Explanation and demonstration of Basketball Trash ball. The first 6-8 students from each squad will put on pennies and get on the scooter. The remaining students are on the sidelines. The sideline players retrieve balls that roll outside of the boundary lines and throw them to their players who are on the scooters. Each squad has a trashcan to defend.

	<p>The learning target is to follow the rules of the game.</p> <p>Rules:</p> <ol style="list-style-type: none"> <li>1. Students on the scooters can carry one ball at a time.</li> <li>2. Students can pass balls to other team players, or they can shoot it.</li> <li>3. They can have 1 player defend their team's trash can.</li> <li>4. Make sure other students are ready to receive the ball before you throw it.</li> </ol> <p>When I say go, the game starts and students on scooters can go to the center of the play area to get a ball. They will scoot with the ball and shoot at another team trashcan, not their team trashcan. When all the balls are in the trashcans, the round is over. Teachers will count the balls in each trashcan and determine a winning squad. Silent cheers are allowed for the winning team.</p> <p>Students on scooters will exchange pennies with other teammates and a new round will start when all balls are back in the middle. Students must be ready on the scooters for a new defender to be chosen.</p> <p>Teacher and student demonstration on scooters. The proper form is shown shooting a Basketball. The ball rests in the dominant hand, with the other hand resting on the side of the ball to help guide the ball. Shoot the ball-do not push the ball. Spin it backward.</p> <p>Shooting cues: <b>Beef: Balance, eyes, elbow, and follow-through.</b></p>
<p><b>CLOSING</b></p>	<p><b>REVIEW:</b> Students will gather in front of the teacher to discuss the game. How did you follow the rules in the game today? Review rules for using the scooter. What was the learning target today? Did you hit it? High five the air if you did:)</p> <p><b>Exit Ticket/Performance:</b> Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.</p>

**Course: First Grade  
Physical Education**

**UNIT #3: Winter Wonders**

**PACING: 9 Weeks**

**UNIT FOCUS:** Dance, balance, weight transfer, Jump Rope, Gymnastics/Tumbling

**STANDARDS AND ELEMENTS**

**MOTOR SKILLS PE1.1** The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- a. Performs hops, gallops, jogs, and slides using mature form.
- c. Performs non-locomotor and locomotor combinations.
- e. Maintains balance on different bases of support while maintaining different body shapes.
- f. Transfers weight from one body part to another maintaining personal space.
- g. Rolls with either a narrow or curled body shape.
- h. Demonstrates twisting, curling, bending, and stretching actions.
- n. Volleys an object upward with an open hand.
- o. Strikes an object with a short-handled implement using a proper grip.
- p. Jumps forward or backward consecutively using a self-turned rope.
- q. Jumps a long rope consecutively with teacher assisted turning.

**STRATEGIES PE1.2** The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Responds to different beats/rhythms in personal and general space.
- e. Differentiates between strong and light force.

**FITNESS PE1.3** The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Discusses the benefits of exercising/playing and being active.
- b. Actively engages in physical education class.
- c. Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.

**RULES PE1.4** The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5** The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Recognizes physical activity as a component of good health.
- b. Recognizes that challenges in physical activity can lead to success.
- c. Describes positive feelings that result from physical activities.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

**EXAMPLE LESSON PLANS**

Dance like nobody is watching!  
Learning to Jump Rope!  
Gymnastics-I'll tumble for you!  
Striking with balloons

## LINKS:

Website: YouTube for dances

<https://www.youtube.com/watch?v=TqBHhv7sgk>

<https://www.youtube.com/watch?v=wZv62ShoStY>

[https://www.youtube.com/watch?v=h24\\_zoqu4\\_Q](https://www.youtube.com/watch?v=h24_zoqu4_Q)

<https://www.youtube.com/watch?v=uMuJxd2Gpxo&t=7s>

Website: Open Physed self-assessment document for dance

<https://openphysed.org/wp-content/uploads/2016/05/P-05-07-Dance-StudentSelfAssessment.pdf>

American Heart Association (AHA)

The AHA has developed a 10 Day Virtual Challenge to keep kids (and their families) moving while at home! Check out these valuable health-related lessons and concepts. Jump Rope Skills: You do not have to have a jump rope to jump at home. You can jump with an imaginary rope; you can use a pair of pants or long sleeve shirt or ... what ideas do you have to use to jump SAFELY?! Click on the links below. The American Heart Association has free videos to follow.

[https://www2.heart.org/site/SPageServer?pagename=khc\\_resources\\_jump\\_skills\\_videos](https://www2.heart.org/site/SPageServer?pagename=khc_resources_jump_skills_videos)

Heart Hero Coloring Sheets:

[https://www2.heart.org/site/DocServer/Coloring\\_Book\\_v3.pdf/1419176201?docID=5420&verID=2](https://www2.heart.org/site/DocServer/Coloring_Book_v3.pdf/1419176201?docID=5420&verID=2)

Heart Healthy Bingo Game

[https://www2.heart.org/site/DocServer/KHC\\_Heart\\_Healthy\\_Bingo.pdf?docID=5324docID=5298](https://www2.heart.org/site/DocServer/KHC_Heart_Healthy_Bingo.pdf?docID=5324docID=5298)

Heart Hero Wacky Word Game (mad lib)

[https://www2.heart.org/site/DocServer/DS-15107\\_AHA\\_2019\\_Heart-Heroes-wacky-word-games\\_02kk.pdf/1597564821?docID=5298&verID=3](https://www2.heart.org/site/DocServer/DS-15107_AHA_2019_Heart-Heroes-wacky-word-games_02kk.pdf/1597564821?docID=5298&verID=3)

25 ways to get moving at home:

[https://www2.heart.org/site/DocServer/KHC\\_25\\_Ways\\_to\\_Get\\_Moving\\_at\\_home.pdf](https://www2.heart.org/site/DocServer/KHC_25_Ways_to_Get_Moving_at_home.pdf)

25 ways to get moving at home in Spanish:

[https://www2.heart.org/site/DocServer/KHC\\_25\\_Ways\\_to\\_Get\\_Moving\\_at\\_home\\_Spanish.pdf](https://www2.heart.org/site/DocServer/KHC_25_Ways_to_Get_Moving_at_home_Spanish.pdf)

Website: YouTube for Gymnastics inspiration

USA Sam Mikulak

<https://www.youtube.com/watch?v=301HFfTB6Jo>

USA Simone Biles

<https://www.youtube.com/watch?v=u9r0T5vmvFs>

Teaching beginning tumbling

<https://www.youtube.com/watch?v=kOD4uiAUPCY>

Website: YouTube for Volleyball

[https://www.youtube.com/watch?v=m-wtwOERx\\_Q](https://www.youtube.com/watch?v=m-wtwOERx_Q)

<https://www.youtube.com/watch?v=M-2s1mwg460>

<https://www.youtube.com/watch?v=k-S1w0xxWXI&t=120s>

## EXAMPLE ASSESSMENTS

<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
Teacher Observation  Checklist from previous year  Self-assessment	Teacher checklist  Thumbs Up/Down  Self-assessment  Peer-assessment  Video assessments with visual skill cues	Formal skills checklist that aligns with the standards.  Skill evaluation using rubrics

## SUPPLEMENTAL RESOURCES

Website: YouTube <https://YouTube.com>

<https://www.youtube.com/watch?v=TqBHhv7sgk>

<https://www.youtube.com/watch?v=wZv62ShoStY>

[https://www.youtube.com/watch?v=h24\\_zoqu4\\_Q](https://www.youtube.com/watch?v=h24_zoqu4_Q)

<https://www.youtube.com/watch?v=uMuJxd2Gpxo&t=7s>

Website: American Heart Association

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

**Lesson Plan 1: Dance Like Nobody is Watching!**

**Course: Physical Education**

**Grade: 1**

**Unit: 3 Winter wonders**

**Lesson Plan: 1**

**LESSON TITLE: Dance like nobody is watching!**

**ENDURING UNDERSTANDING:** Students will combine skills to learn a dance or movement sequence. Students will demonstrate creative movements and will practice locomotor skills such as hopping, sliding, and jumping.

**GSE TO ADDRESS IN UNIT:**

**MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

- a. Performs hops, gallops, jogs, and slides using mature form.
- c. Performs non-locomotor and locomotor combinations.
- h. Demonstrates twisting, curling, bending, and stretching actions.

**STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- a. Responds to different beats/rhythms in personal and general space.
- e. Differentiates between strong and light force.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- b. Actively engages in physical education class.
- c. Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- a. Recognizes physical activity as a component of good health.
- c. Describes positive feelings that result from physical activities.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.

**ASSESSMENTS:**

<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Checklist from previous year</li> <li>Self-assessment</li> <li>Visual observation</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and demonstration of dancing cues</li> <li>verbal commentary from teacher</li> <li>Thumbs Up/Down</li> </ul>	<p>N/A</p>

## MAJOR UNIT CONCEPTS AND VOCABULARY

### FOUNDATIONAL INFORMATION:

**CONCEPTS:** Dance

Weight Transfer

Participation and effort

Follow directions and classroom rules

Shows respect to the teacher and other students

**VOCABULARY:** Levels, Sequence, Rhythm, Beat

### LINKS:

Website: YouTube <https://YouTube.com>

<https://www.youtube.com/watch?v=TqBHhv7sgk>

<https://www.youtube.com/watch?v=wZv62ShoStY>

[https://www.youtube.com/watch?v=h24\\_zoqu4\\_Q](https://www.youtube.com/watch?v=h24_zoqu4_Q)

<https://www.youtube.com/watch?v=uMuJxd2Gpxo&t=7s>

### DIFFERENTIATED LEARNING

**SPACE:** Students will be provided taped lines to stand on.

**TIME:** Students will learn the easiest dance first which has slower music and fewer dance skills required. Then, dance skills will get harder with faster music.

**TASK:** Students progress through dances after they successfully complete the easier dances.

**EQUIPMENT:** Teachers can adjust the size and/or weight of the ball to make it easier to control. Playground balls are a good option depending on the needs of individual students.

**GROUPING:** Students are assigned to teams balanced in gender, skill, and behavior.

### MATERIALS

#### STUDENT SUPPLIES:

N/A

#### TEACHER SUPPLIES:

Music for warming up the body, stereo system, cordless microphone, specific songs for this lesson, and floor tape.

#### OPENING Getting students ready to learn

**ESSENTIAL QUESTIONS:** Why do we dance?

#### **HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

I never want you to be a wallflower at a dance. I want you to be able to dance at weddings, skating parties, birthdays parties, etc.... We are going to learn some of the latest greatest line dances people are doing these days so that you will know them and be able to go out on the dance floor and feel great about yourself. The learning target is to dance like nobody is watching!

## CREATING

### STUDENT AND TEACHER PROCEDURES:

**Set-Up:** 4 different colored lines are taped on the gym floor to help students maintain space. Students are divided up into equal groups/teams and sent to a specific colored line.

#### Activity Procedure:

##### **Activity 1:** “Mississippi Cha Cha Slide” by DJ Slide

This is a 4-wall dance turning in a clockwise direction.

The right foot stomps, and the left foot stomps. Cha-cha with the right foot, and cha-cha with the left foot, turn to the right, and slide to your left. Step/jump backward and jump.

##### **Activity 2:** “Cha Cha Slide” by Mr. C The Slide Man

Follow the cues of the Mr. C in the song.

1. Take 2 steps to the left.
2. Take 2 steps back.
3. One hop on the right foot, and one hop on the left foot.
4. Slide right, slide left.
5. Stomp with the right foot, stomp with the left.
6. Cha-cha with the right foot and then the left foot.
7. Turn to the dance to the left-counterclockwise direction.
8. Reverse reverse=half jump turn.
9. “Charlie Brown” can be done in several different ways. Example-rocking horse
10. Butterfly
11. Move low to the floor and then at a high level.
12. Crisscross jumping jacks 2 times.

**Activity 3: Self-assessment** Heart Rate check-Place one hand on the heart, and the other hand shows how fast the heart is beating by opening and closing the hand.

##### **Activity 4:** “Cupid shuffle’ by Cupid

This is a 4-wall dance turning in a counterclockwise direction.

1. Step and move to the right four counts.
2. Step and move to the left four counts.
3. Four alternating kicks in front for eight counts.
4. Shuffle feet and slowly turn to left for 8 counts.

##### **Activity 5:** “The SID Shuffle” from the Ice Age 4 movie- Continental Drift

This is a 4-wall line dance, performed in a counterclockwise direction.

1. Jump or step forward, and wiggle 4 counts.
2. Jump or step back and wiggle 4 counts.
3. Touch left foot out to the left side of the body and then bring it back together. Slide left.
4. Touch right foot out to the right side of the body and then bring it back together. Slide right.
5. Crisscross jack, and then 2 right sprinklers.
6. Crisscross jack, and then 2 left sprinklers.
8. Jump, jump wiggle your rump.
9. And walk it out like granny!  $\frac{1}{4}$  turn to left
10. Repeat at each wall.

**CLOSING**

**REVIEW:** The dances that were done today were called line dances. Line dances are very popular in the United States and around the world. This is just the beginning of a fun week. Did you hit your learning target? Give me a thumb up if you did. Thank you for your cooperation today and for dancing like nobody was watching!

**Exit Ticket/Performance:**

Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.

SAMPLE

## Lesson Plan 2: Learning to Jump Rope

**Course: Physical Education**

**Grade: 1**

**Unit: 3 Winter Wonders**

**Lesson Plan: 2**

### LESSON TITLE: Learning to Jump Rope

**ENDURING UNDERSTANDING:** Students will combine non-jump rope skills and short jump rope skills. Students will swing rope and jump over it 1-5 times forward and backward. Students will use space and equipment safely.

#### GSE TO ADDRESS IN UNIT:

**MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

p. Jumps forward or backward consecutively using a self-turned rope.

**STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

e. Differentiates between strong and light force.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

b. Actively engages in physical education class.

c. Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

a. Accepts personal responsibility by using equipment and space appropriately.

c. Responds appropriately to feedback from the teacher.

e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

a. Recognizes physical activity as a component of good health.

b. Recognizes that challenges in physical activity can lead to success.

d. Identifies personal likes and dislikes regarding participation in physical activities with others.

e. Accepts and respects differences and similarities in physical abilities in self and others.

#### ASSESSMENTS:

<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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.
Checklist from previous year Self-assessment Teacher observation	Class discussion and demonstration of jump rope cues verbal commentary from teacher Thumbs Up/Down	N/A

#### MAJOR UNIT CONCEPTS AND VOCABULARY

#### FOUNDATIONAL INFORMATION:

##### CONCEPTS:

Jump Rope

Participation and effort

Uses space and equipment safely

Follow directions and classroom rules

**VOCABULARY:** Jump, land, jump rope

**LINKS: 10 Day Virtual Challenges from the American Heart Association ( AHA)**

The AHA has developed a 10 Day Virtual Challenge to keep kids (and their families) moving while at home! Check out these valuable health-related lessons and concepts. Jump Rope Skills: You do not have to have a jump rope to jump at home. You can jump with an imaginary rope; you can use a pair of pants or long sleeve shirt or ... what ideas do you have to use to jump SAFELY?! Click on the links below. The American Heart Association has free videos to follow.

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**Heart Healthy Bingo Game**

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**Heart Hero Wacky Word Game (mad lib)**

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**25 ways to get moving at home:**

[https://www2.heart.org/site/DocServer/KHC\\_25\\_Ways\\_to\\_Get\\_Moving\\_at\\_home.pdf](https://www2.heart.org/site/DocServer/KHC_25_Ways_to_Get_Moving_at_home.pdf)

**25 ways to get moving at home in Spanish:**

[https://www2.heart.org/site/DocServer/KHC\\_25\\_Ways\\_to\\_Get\\_Moving\\_at\\_home\\_Spanish.pdf](https://www2.heart.org/site/DocServer/KHC_25_Ways_to_Get_Moving_at_home_Spanish.pdf)

**DIFFERENTIATED LEARNING**

**SPACE:** Students will be in a personal space to practice jump rope skills. Poly spots can be used to keep a child in a specific area.

**TIME:** Students will jump over a rope on the ground first which allows more practice and requires less skill. Then, students can pick up the rope and practice short rope skills. A beaded rope can be heard as it hits the floor and may help with timing.

**TASK:**

1. Lay the rope on the floor in a straight line and have students jump over the rope side to side and forward and backward.
2. Students are taught non-jump rope skills to help all students be successful. Non-jump rope skills include the following: side swing left, side swing right, alternating side swings, rope circle overhead(helicopter), body wraps, and soup swirls.
3. Thumbs out will be the correct position throughout the turn of the rope. Have students who, while turning rope forward constantly turn thumbs in, turn the rope backward to jump.

**EQUIPMENT:**

1. Teachers can change adjust the size and/or type of jump rope to make it easier to jump. For example, a soft rope with no beads or plastic will hurt less if a student hits themselves with it. Or use licorice (double-dutch rope) tied off to something (doorknob, or volleyball standard). This rope can be wiggled (snake) or bounced (waves) or swung slowly through a short arc for jumping.

2. A teacher or high skilled partner can turn one handle of the short rope for a student who needs extra help.
3. Make sure they are using the appropriate size rope.
4. Students can use a hula-hoop to turn and jump at a slower rate. A large thin hula-hoop works best to allow space to step or jump through. The thinner hoop can be held easier.

**GROUPING:** Students are placed near a student based on gender, skill, and behavior. This person can be a role model for jump rope skills while the teacher monitors the room to give feedback to other students.

## MATERIALS

### STUDENT SUPPLIES:

Variety of different types of ropes per student: Speed ropes, plastic beaded ropes, yarn jump ropes, partner jump ropes, licorice (double-dutch rope), large thin hula hoop, and adapted jump ropes.

### TEACHER SUPPLIES:

- Music for warming up the body, stereo system, cordless microphone, specific songs for this lesson, poly spots, and floor tape.

### OPENING Getting students ready to learn

**ESSENTIAL QUESTIONS:** Why do we jump rope? Why do we jump rope or what are the health benefits of jump rope? Name some activities that get your heart beating faster. How can I be safe when jumping over the rope?

### HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

How did it all begin? People have been jumping over things for a long time. Everyone skips. Jump ropes of wild grapevines are still common among some people in Barbados or other countries. They soak long vines in tubs of water to keep the vines soft and flexible between uses. Some of the earliest skipping ropes were pieces of cord from nearby spinning mills, or sash cords from window pulls. In the 16<sup>th</sup> century England, a lucky child might have had a rope with bobbin spindles. In America, a hundred years ago, children would jump over long pieces of thread or ropes. Has anyone ever seen thread before? Thread used to be spun around a wooden spool a long time ago. Someone thought to attach the rope to the wooden spools after the thread was used. This made a handle that was easier for people to turn the rope with. Now you can see all the improvements that have been made since then. Most of our jump ropes today are made of plastic. I like to use the beaded rope for beginners. The learning target for today is to practice jump rope skills. This is an activity that makes your heart beat faster, and stronger. The teacher will demonstrate using the jump ropes safely. Students will safely carry ropes by holding the rope with 2 hands out in front of the body. The learning target to practice jump rope skills and not get mad at yourself! Have students raise their right hand and repeat this oath. I promise I will not get mad at myself!

Other options:

1. The teacher can show wooden thread spools from the past to make the connection in the story or show a rope with wooden handles.
2. Use technology-Use a Smartboard to show a jump rope video.

Safety: 1. Keep eyes open.

2. Stress the importance of being aware of other students as a jump rope.
3. Never put a jump rope around the neck or swing it towards another person.
4. Find a personal space that is far away from other students.

How do you know the rope is the correct size? Step in the middle of the rope and bring the handles up towards your armpits. If the handles are too short, you need a bigger rope.

Cues for short rope: Swing, look, jump!

1. Make sure the rope is the correct size.
2. Make a letter T with the arms, and then bring elbows to the sides of the body.

	<p>3. Hold handles with thumbs pointing up and out.</p> <p>4. Make sure the rope is the correct size.</p> <p>5. Body position-Bend at the knees and hips to help with “quiet landings”.</p> <p>6. Jump and land on balls of the feet.</p>
<p><b>CREATING</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <p><b>Set-Up:</b> Ropes are placed in the corners of the gym where students can be sent to retrieve a rope. Or teachers can pass out ropes to students by calling a group at a time. Poly spots can be given to students to help them maintain personal space.</p> <p><b>Activity Procedure:</b></p> <p><b>Activity 1:</b> Students will carry ropes and lay ropes on the floor in personal space. Then, they will walk toward one end of the rope. Students will jump in a zig-zag to the end of the rope and back 5 times. The teacher will emphasize small baby jumps keeping both feet together.</p> <p><b>Activity 2:</b> The student will pick up the rope and show ready position. Ready position: Step in the middle of the rope and hold the handle the correct way. Students swing rope forward and backward overhead 10 times without jumping over the rope.</p> <p><b>Activity 3:</b> The student will swing the rope and trap it with feet 10 times. Cues: Swing, look, trap!</p> <p><b>Activity 4:</b> The student will swing rope and attempt to jump it 1-10 times. Cues: Swing, look, jump! The student will practice jumping rope for one song or 3 minutes. The teacher will walk around the room and give verbal commentary to students.</p> <p><b>Activity 5:</b> Heart rate check- Place one hand on your heart. Show how fast your heart is beating by opening and closing the other hand. Have students make a circle with their ropes on the floor and sit in the middle of the circle. Choose a few students to demonstrate their skills.</p> <p><b>Activity 6:</b> The student will swing the rope backward and jump over the rope 10 times. The students will try backward jumps for one song(3 minutes) while the teacher walks around the room giving feedback as needed.</p> <p><b>Activity 7:</b> The students will jump forward or backward for the length of one song(3 minutes) while the teacher monitors progress.</p> <p><b>Activity 8:</b> The student will practice non-jump rope skills.</p> <ol style="list-style-type: none"> <li>Side swing left 10 times.</li> <li>Side swing right 10 times.</li> <li>Alternate side swing-side swing the rope on both sides of the body 10 times.</li> <li>Circle rope overhead 10 times(helicopter) with the right hand. Repeat with the left hand.</li> <li>Circle rope overhead 10 times(helicopter) and then do a body wrap to the waist with right hand 10 times. Repeat with the left hand 10 times.</li> </ol> <p><b>Activity 8:</b> Student choice</p> <p><b>Transition:</b> Put ropes away safely and transition to small group huddle.</p>

**CLOSING**

**REVIEW:** Students demonstrate some of the skills we worked on during class. This is a hard skill to learn. Please be patient with yourself and keep practicing! What was the learning target for today? Repeat the oath! Did you hit the learning target? Give me a thumb up if you did. Thank you for working safely with the ropes and doing your best!

**Exit Ticket/Performance:**

Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.

SAMPLE

### Lesson Plan 3: Gymnastics- I'll tumble for you!

**Course: Physical Education**

**Grade: 1**

**Unit: 3 Winter Wonders**

**Lesson Plan: 3**

#### **LESSON TITLE: Gymnastics- I'll tumble for you!**

**ENDURING UNDERSTANDING:** Students will balance on various body parts, perform non-locomotor skills, and focus on flexibility. Students will use space and equipment safely.

#### **GSE TO ADDRESS IN UNIT:**

**MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

- e. Maintains balance on different bases of support while maintaining different body shapes.
- f. Transfers weight from one body part to another maintaining personal space.
- g. Rolls with either a narrow or curled body shape.
- h. Demonstrates twisting, curling, bending, and stretching actions.

**STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- e. Differentiates between strong and light force.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- b. Actively engages in physical education class.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- b. Recognizes that challenges in physical activity can lead to success.
- c. Describes positive feelings that result from physical activities.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

#### **ASSESSMENTS:**

<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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.
Checklist from previous year Teacher observation	Class discussion and demonstration of gymnastics skills verbal commentary from teacher Thumbs Up/Down	N/A

#### **MAJOR UNIT CONCEPTS AND VOCABULARY**

#### **FOUNDATIONAL INFORMATION:**

##### **CONCEPTS:**

Weight Transfer  
Gymnastics/Tumbling  
Participation and effort

Uses space and equipment safely

Follow directions and classroom rules

Shows respect to the teacher and other students

**VOCABULARY:** Gymnastics, tumble, roll, twist, balance, flexibility, stretch, strength

**LINKS:**

Website: YouTube for Gymnastics inspiration

**USA Sam Mikulak**

<https://www.youtube.com/watch?v=301HFfTB6Jo>

**USA Simone Biles**

<https://www.youtube.com/watch?v=u9r0T5vmvFs>

**Teaching beginning tumbling**

<https://www.youtube.com/watch?v=kOD4uiAUPCY>

**DIFFERENTIATED LEARNING**

**SPACE:** Students find personal space on the mat for balance and stretching skills.

Safety for rolling skills-only one student can roll on a mat at a time. Poly spots can be used to keep a child in a specific area.

**TIME:** Students will allow other students to complete their skills before they step on the mat. Students will progress through skill challenges at their own pace and are given more time to master challenges.

**TASK:** Students will progress through skill challenges after they successfully complete each progressive skill. How far they progress is up to their ability level.

**EQUIPMENT:** Incline mat can be used to assist with forwarding and backward rolls. Yoga blocks can be used to assist with height balance skills.

**GROUPING:** Students are placed on mats based on gender, skill, and behavior. Three students per mat.

**MATERIALS**

**STUDENT SUPPLIES:**

Mats for tumbling, shaped mats, incline mats that allow proper spacing.

**TEACHER SUPPLIES:**

Music for warming up the body, stereo system, cordless microphone.

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

**ESSENTIAL QUESTIONS:** How does your body improve by performing gymnastic skills?  
Strength, flexibility, and balance

**HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

Raise your hand if you have heard of Gymnastics? Raise your hand if you have ever taken Gymnastics? Gymnastics is an Olympic sport. These athletes have to be super strong, flexible, and have great balance! Let me show you a few video clips of a couple of top Gymnastic athletes. They are amazing!!! You need to share space on the mats as you perform Gymnastics skills and follow the rules and directions.

Learning Target: Cooperate with others (work and get along)

Safety: No horseplay. Listen carefully and watch the demonstration before attempting a new skill.

<p><b>CREATING</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <p><b>Set-Up:</b> Mats are placed on the floor in the same direction and are staggered on the gym floor to help students to maintain safe space. Designate one mat to conduct skill demonstrations on.</p> <p><b>Activity Procedure:</b></p> <p><b>Tumbling warm-up:</b> Student demonstration. One person at a time on the mat. Students move across mats in the same direction. (5 minutes)</p> <ol style="list-style-type: none"> <li>1. Bear walk</li> <li>2. Bunny hop</li> <li>3. Seal walk</li> <li>4. Crab walk</li> <li>5. Frog jumps</li> </ol> <p><b>Activity 1: Twisting Skills</b></p> <ol style="list-style-type: none"> <li>1. Leg Cross</li> <li>2. Jump ¼ Turn</li> <li>3. Jump ½ Turn</li> <li>4. Full Turn</li> <li>5. Arch jump</li> <li>6. Tuck jump</li> <li>7. Eagle jump (star jump)</li> </ol> <p><b>Activity 2: Stretching for flexibility</b></p> <ol style="list-style-type: none"> <li>1. As students stretch, the teacher discusses the benefits of stretching, How many days a week you be stretching to maintain or improve flexibility?</li> <li>2. Straddle stretch</li> <li>3. Pick stretch</li> <li>4. Tuck position</li> </ol> <p><b>Activity 3: Balance Skills</b></p> <ol style="list-style-type: none"> <li>1. Front Scale</li> <li>2. Side Scale</li> <li>3. V-Sit</li> <li>4. Half Bridge, or bridge</li> <li>5. Donkey Kick</li> <li>6. Swedish fall</li> <li>7. Candlestick (shoulder stand)</li> </ol>
<p><b>CLOSING</b></p>	<p><b>REVIEW:</b> Students demonstrate some of the skills we worked on during class. What was the learning target for today? Did you hit the learning target? Give me a thumb up if you did. Thank you for working safely on the mats and for doing your best!</p> <p><b>Exit Ticket/Performance:</b></p> <p>Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.</p>



Pike jump



V-sit is a balance

This Photo shows a straddle stretch.



Bridge



Side Scale



This is a star jump or straddle jump.



**Lesson Plan 4: Parachutes!****Course: Physical Education****Grade: 1****Unit #: 1 Fall theme****Lesson Plan: 4****LESSON TITLE: Parachutes!****ENDURING UNDERSTANDING: Follow rules, follow directions, levels, teamwork, and cooperation****TECHNICAL FOCUS:****GSE TO ADDRESS IN UNIT:****STRATEGIES PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- b. Travels demonstrating low, medium, and high levels.
- c. Travels over, under, around, and through a variety of objects.
- d. Differentiates between fast and slow speeds.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- b. Actively engages in Physical Education class.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- a. Recognizes physical activity as a component of good health.
- b. Recognizes that challenges in physical activity can lead to success.
- c. Describes positive feelings that result from physical activities.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

**ASSESSMENTS:**

<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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.
Teacher observation	Thumbs Up/Down  Self-assessment	

**MAJOR UNIT CONCEPTS AND VOCABULARY****FOUNDATIONAL INFORMATION:** Students have practiced following rules and directions in previous lessons.**CONCEPTS:**

- Follow directions and classroom rules
- Shows respect to the teacher and other students
- Uses space and equipment safely
- Parachute
- Participation and effort

**VOCABULARY:** Parachute, safety, self-control, overhand grip, teamwork, cooperation, self-assessment

**LINKS:**

[https://openphysed.org/curriculum\\_resources/parachute](https://openphysed.org/curriculum_resources/parachute)

**DIFFERENTIATED LEARNING**

**SPACE:** Students sit around the parachute before touching it and the teacher separates students that have potential behavior issues and place them next to a peer that are good role models.

**TASK:** Listen and follow directions, teamwork, cooperation

**GROUPING:** Students are balanced in gender, skill, and behavior.

**MATERIALS**

**STUDENT SUPPLIES:**

- Parachute
- 20 Foam or Yarn balls
- Frisbee(optional)
- Self-assessment worksheets
- 4 boxes of crayons

**TEACHER SUPPLIES:**

- Sound system
- Music/Mic
- Smartboard(optional)
- Make copies of self-assessment worksheets for each student.

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

**ESSENTIAL QUESTIONS:** Why is it important to follow directions? How do the following rules affect safety during parachute activities?

**HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

Today we are working with a parachute and you are going to have FUN! We are going to focus on following directions. If I blow my whistle once, it means GO. If I blow my whistle 2 times, it means stop/freeze. "Ready Position" is holding the parachute at the waist level. Grab hold of the parachute with an overhand grip. (No thumbs) Demonstrate low, medium, and high levels. If we work together as a team, you will make the parachute do some super COOL things. Learning Target: I can follow rules and directions.

**CREATING**

**STUDENT AND TEACHER PROCEDURES:**

**Activity #1: Waves-**Can you show me an overhand grip? The teacher demonstrates a motorcycle grip and pretends to rev an engine. Students copy motorcycle grip and rev their engines too. Students simply shake the parachute fast or slow. For example, tell students to pretend that you are floating in the ocean and the waves are calm. Students move arms up and down slowly like big waves in the ocean. Then, the weather changes to a storm and the water gets rough!

Students will move parachute faster with more force.

Activity #2: Hail-Add soft foam balls to waves.

Activity #3: Mushroom-Start with the parachute on the ground, at the signal, lift above the head, arms extended, then down. Let the balls roll off the parachute.

Activity #4: Jumbo Mushroom-Make a mushroom with arms extended long and above the head. Take one step forward, then two, and then three. Take steps back keeping arms high in the air. This keeps other students safe. If a student pulls down on the parachute or turns, they can fall and get hurt.

Activity #5: Ostrich-Students make a mushroom. On a given command, students move to their knees and then onto their stomachs. Next, students pull the parachute down and put only their heads under the parachute.

Activity #6: Igloo-Make a mushroom and take a step underneath the parachute while pulling it down behind oneself. Then, students sit down on the edge of the parachute and students are on the inside of the parachute. This is a good time to tell a joke or a short story to make it fun!

Activity #7: Rocking Chair-While in the igloo, rock back and forth against the parachute.

Activity #8: Shark-Students lie on the floor and pull the parachute chest high, making gentle waves. The leader goes under the parachute with a Frisbee (or uses their hand) to make a “shark fin”. After swimming around a bit, the shark grabs a swimmer’s leg. Swimmer screams then takes Frisbee to become a new shark. After a minute or less, the teacher adds a shark or two. Check for safety in this activity.

Activity #9: Climb the Mountain-Make a mushroom, pull the parachute down quickly to the ground on a given command. Get on the parachute on your knees. Players who are on the color of the panel called out by the teacher can climb the bubble of air to the middle.

Activity #10: Racing Heartbeat-Students make mushroom and extend arms high in the sky. Students bring it down and then up again. The teacher calls out a color, and anyone holding on to that color lets go and crosses under.

Activity #11: Waves Overhead-Three people are chosen to go under the parachute. The rest of the group makes waves over them.

**Activity #12: Floating Cloud**—Students hold the parachute up with arms extended for 3 seconds. Teachers ask for students to let go of the parachute on the count of three. On three, the teacher pulls the parachute just a little bit to direct the parachute to one side of the circle. One side of the students will get “rained on” by the parachute. Tell students that have the parachute land on them to stand still and let other students uncover them. Repeat this activity and direct the cloud in a different direction to land on a different set of students.

**Activity #13: Circle Sit-ups**—Students sit on the ground with their legs bent under the parachute while holding onto the edge with an overhand grip. One side lean back, the other side sits up, then they reverse. In addition, students perform 5-10 sit-ups.

**Activity #14: Waves Rolling**— About three people get on their hands and knees on the chute and crawl, roll, and move around the parachute while the group makes waves.

**Activity #15: Big Bang**—The foam balls start in the middle, and students lift the parachute shoulder high and snap down on command.

**REVIEW:**

How do the following directions help you in everyday life? If you are a good listener, you will be able to learn more in school. If you can follow directions, then you can perform your best work in school and everywhere else. Give me a thumbs up if you were able to hit the learning target today? I can follow rules and directions. Give me a thumbs up if you think playing with the Parachute is FUN? Did your body feel warmer or cooler after playing with the Parachute?

**Exit Ticket/Performance: Parachute Self-Assessment (Start/Stop Signals)**

Assessment corners are set up that include a pile of worksheets and 1 box of crayons. When I call you squad/team move to an assessment corner. Collect a worksheet and crayon. When finished filling it out, give your worksheet to me and then line up.

**LESSON TITLE: Striking with balloons**

**ENDURING UNDERSTANDING:** Students will strike balloons with hands, finger pads, and different body parts. Students will use space and equipment safely.

**GSE TO ADDRESS IN UNIT:**

**MOTOR SKILLS PE1.1** The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

n. Volleys an object upward with an open hand.

**STRATEGIES PE1.2** The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

e. Differentiates between strong and light force.

**FITNESS PE1.3** The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

a. Discusses the benefits of exercising/playing and being active.

b. Actively engages in physical education class.

**RULES PE1.4** The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

a. Accepts personal responsibility by using equipment and space appropriately.

c. Responds appropriately to feedback from the teacher.

**VALUE AND JOY PE1.5** The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

b. Recognizes that challenges in physical activity can lead to success.

e. Accepts and respects differences and similarities in physical abilities in self and others.

**ASSESSMENTS:**

<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
<p>Checklist from previous year</p> <p>Teacher observation</p>	<p>Class discussion and demonstration of striking skills</p> <p>verbal commentary from the teacher</p> <p>Thumbs Up/Down</p>	<p>N/A</p>

**MAJOR UNIT CONCEPTS AND VOCABULARY**

**FOUNDATIONAL INFORMATION:**

**CONCEPTS:**

Striking

Participation and effort

Uses space and equipment safely

Follow directions and classroom rules

Shows respect to the teacher and other students

**Sports: Volleyball**

**VOCABULARY:** Volleyball, striking, finger pads, platform, volley, overhead pass, bump, throw, catch, serve

**LINKS:** YouTube

[https://www.youtube.com/watch?v=m-wtwOERx\\_Q](https://www.youtube.com/watch?v=m-wtwOERx_Q)

<https://www.youtube.com/watch?v=M-2s1mwg460>

<https://www.youtube.com/watch?v=k-S1w0xxWXI&t=120s>

**DIFFERENTIATED LEARNING**

**SPACE:** Students find personal space on a poly spot. These spots can be used to keep a child in a specific area.

**TIME:** Students will progress through skill challenges at their own pace and are given more time to master challenges.

**TASK:** Students will progress through skill challenges after they successfully complete each progressive skill. How far they progress is up to their ability level.

**EQUIPMENT:** The poly spots can be color coordinated by squad to help students know which direction to go.

**GROUPING:** Students are placed on spots based on skill, and behavior.

**MATERIALS**

**STUDENT SUPPLIES:**

**One Latex-free balloon and one poly spot per student.**

**TEACHER SUPPLIES:**

Music for warming up the body, stereo system, cordless microphone.

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

**ESSENTIAL QUESTIONS:** How does Volleyball help improve your fitness? Why do we practice striking skills? Name some sports that you strike a ball.

**HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

We are starting a new unit today focusing on striking skills with our hands. Has anyone ever played Volleyball before? The skills that are involved are throwing, catching, striking, and serving. In this game, you do not want the ball to hit the floor. Today we are going to practice controlling a balloon by using your finger pads. What are your finger pads? This is the part of your fingers in which you will control the ball. The first thing I want you to do when you get a balloon is to find your personal space and stand on a poly spot. I want you to practice tossing the ball in the air and controlling the balloon with your finger pads. The balloon should be moving upward and not at an angle. Make a diamond with your forefingers and thumbs. Place them on your forehead and separate them slightly. This is your starting position to strike the balloon for an overhead pass. Then you will push the balloon with your finger pads up toward the ceiling. I want you to do this until I say stop. The ready position is

	<p>holding the balloon at your waist. When I call out your squad, you can walk up here and get a balloon, and find a personal space on a poly spot.</p> <p>Review of safety: If your balloon pops, put it in the trash as soon as possible because it is a choking hazard. The Learning target is to focus on striking skills and keep a personal space.</p>
<p><b>CREATING</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <p><b>Set-Up:</b> Balloons are passed out by squad and poly spots are placed on the ground to help students find and maintain personal space.</p> <p><b>Activity Procedure:</b></p> <p><b>Activity 1: Striking Skills with balloons</b></p> <ol style="list-style-type: none"> <li>1. The student will volley the balloon overhead in self space.</li> <li>2. The student will strike the balloon high above his/her head. Practice striking the balloon with both your left and right hands so you will be equally good with each hand.</li> <li>3. Refinement: Tap the balloon gently underneath so it travels up, and not at an angle.</li> <li>4. This time, say one letter of the alphabet, for each strike. Can you get to Z before I say stop?</li> <li>5. Tap the balloon so it moves in front of you as you walk forward.</li> <li>6. Strike with different body parts.</li> <li>7. Strike the balloon with an open palm; do not toss it upward.</li> <li>8. Strike the balloon with 1 finger 20 times.</li> <li>9. Tap the balloon toward the ceiling with your head.</li> <li>10. Let the balloon roll down your back and bump it off with your bottom 10 times.</li> </ol> <p><b>Activity 2: Demonstration of forearm/bump pass. Make a W with your hands. (Fingers overlap with thumbs out wide) Thumbs come together and close to the forefingers. The arms are straight creating a platform for the balloon/ball to bump. The point of contact should be the 3-4 inches between the wrist and the elbow.</b></p> <ol style="list-style-type: none"> <li>1. Practice the forearm/bump pass with the balloon.</li> <li>2. Student demonstration of forearm pass.</li> <li>3. Transition and put away balloons safely.</li> </ol>
<p><b>CLOSING</b></p>	<p><b>REVIEW:</b> Students demonstrate some of the skills we worked on during class. What was the learning target for today? Did you hit the learning target? Give me a thumb up if you did. Thank you for working safely on the mats and for doing your best!</p> <p><b>Exit Ticket/Performance:</b></p> <p>Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.</p>

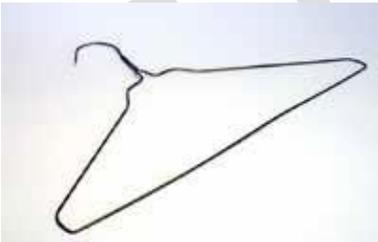
Assessment Striking w/Hand

Cues		
Palm Up.		
Eyes on Balloon.		
Strikes Balloon on the bottom to move it upward.		
Strikes Balloon on the side to move it forward.		
<p><b>4: Exceed    3: Meets    2: Progressing    0-1: Not Demonstrated</b></p>		

<b>MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b>		
<b>Exceeds</b>	In addition to the 3, creates movement sequences or applies skill beyond expectations.	<b>Suggested Tasks &amp; Assessments</b>  <b>Examples of “in movement sequences or game situations”</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student maintains form and can safely use striking skills in games (use of hands/paddles).</li> <li><input type="checkbox"/> Student strikes/serves a balloon to a partner.</li> <li><input type="checkbox"/> Student continuously underhand strikes a bounced ball towards a partner who returns it</li> <li><input type="checkbox"/> Student plays 4-Square and advances 2 squares or more</li> </ul> <b>(Examples of “in isolation”)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student strikes a stationary object to self and catches it (object suspended or held in hand).</li> <li><input type="checkbox"/> Student strikes a ball to a wall and catches the rebound.</li> <li><input type="checkbox"/> Student tells striking cues and explores how to strike.</li> </ul> <b>(Examples of “limited knowledge or ability”)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student cannot tell striking cues</li> <li><input type="checkbox"/> Student cannot demonstrate how to hold a ball/balloon to strike</li> </ul>
<b>3</b>	Demonstrates striking skills in movement sequences or game situations.	
<b>2</b>	Demonstrates striking skills in isolation.	
<b>1</b>	Demonstrates limited knowledge or the ability of basic underhand striking skills.	
<b>Critical Knowledge &amp; Skills</b>		
<p><b>(other cues may be used for other forms of striking</b></p> <ul style="list-style-type: none"> <li>• Feet shoulder-width apart, eyes looking at an object to be struck,</li> <li>• Hold the ball in a non-dominant hand in front of the body at waist level.</li> <li>• Pull striking arm downward/backward, palm open.</li> <li>• Step forward with the non-dominant foot, shifting weight</li> <li>• Arm-leg opposition</li> <li>• Contact ball at waist-level</li> <li>• The striking hand continues in the direction of the target (follow-through)</li> </ul>		

**Equipment Ideas**

If you do not have a Tennis racquet, paddle, or ball...make your own.





Create your own balls: cotton, grocery bag, or a yarn ball.



Glue 4 cotton balls together and it is the perfect ball to strike with homemade paddles, and you will not get in trouble with your mother knocking down furniture.



Yarn ball pom poms work too!



**UNIT # 4: Spring into Action**

**Course:** First Grade  
Physical Education

**UNIT 4: Spring into Action****PACING: 9 Weeks****UNIT FOCUS:** Throw, Catch, Striking with short and long implements, Field day**STANDARDS AND ELEMENTS****MOTOR SKILLS PE1.1** The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- i. Demonstrates underhand throwing techniques following teacher cues.
- j. Catches various sized objects.
- o. Strikes an object with a short-handled implement using a proper grip.

**STRATEGIES PE1.2** The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- d. Differentiates between fast and slow speeds.
- e. Differentiates between strong and light force.

**FITNESS PE1.3** The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Discusses the benefits of exercising/playing and being active.
- b. Actively engages in physical education class.

**RULES PE1.4** The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5** The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Recognizes physical activity as a component of good health.
- b. Recognizes that challenges in physical activity can lead to success.
- c. Describes positive feelings that result from physical activities.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

**EXAMPLE LESSON PLANS**

Tennis  
Save the Planet: Throwing and catching  
Striking stations  
FUN on Field Day!

**EXAMPLE ASSESSMENTS**

<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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.
Visual Observations	Teacher checklist  Thumbs Up/Down	Formal skills checklist that aligns with the standards.  Skill evaluation using rubrics

## Physical Education First Grade: Unit #4: Spring into Action

	Self-assessment	
	Peer-assessment	
	Video assessments with visual skill cues	

### SUPPLEMENTAL RESOURCES

Website: Try Engineering provides free STEM lessons at [www.tryengineering.org](http://www.tryengineering.org)

Website: United States Tennis Association(USTA) provides free Tennis curriculum and lesson plans.

1. Go Noodle ([www.GoNoodle.com](http://www.GoNoodle.com)) is a fun fitness resource. It is FREE and there are academic ties within with their episodes. You can use the links below, or you can use the search engine in Go Noodle to look for Tennis activities.

<https://app.gonoodle.com/activities/tennis-balls-basketballs-and-meatballs?s=Search&t=Tennis>

<https://app.gonoodle.com/activities/madison-keys-jump-squat-turn-around?s=Search&t=Tennis>

<https://app.gonoodle.com/activities/madison-keys-fast-feet?s=Search&t=Tennis>

<https://app.gonoodle.com/activities/100-fast-jumping-jacks?s=Search&t=Tennis>

<https://app.gonoodle.com/activities/i-can-do-that?s=Search&t=Tennis>

<https://app.gonoodle.com/activities/the-ball-is-in-your-court?s=Search&t=Tennis>

<https://app.gonoodle.com/activities/hit-the-ball-yall?s=Search&t=tennis>

Website: USA Baseball has a free program for youth called “Fun At Bat”.

<https://www.usabdevelops.com/funatbat>

<https://www.youtube.com/watch?v=BJsv8HSgPsw>

Website: YouTube videos on recycling

<https://www.youtube.com/watch?v=VIRVPum9cp4>

[https://www.youtube.com/watch?v=OasbYWF4\\_S8](https://www.youtube.com/watch?v=OasbYWF4_S8)

[www.kidsrecycle.org](http://www.kidsrecycle.org)

[www.epa.gov/recyclecity](http://www.epa.gov/recyclecity)

**Lesson Plan 1: Tennis: Remote Learning****Course: Physical Education****Grade: 1****Unit 4: Spring into Action!****Lesson Plan: 1****LESSON TITLE: Tennis: Remote Learning****ENDURING UNDERSTANDING:** Students will practice throwing, rolling, catching, and striking skills. Students will follow directions by using space and equipment safely.**GSE TO ADDRESS IN UNIT:****MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

- i. Demonstrates underhand throwing techniques following teacher ques.
- j. Catches various sized objects.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- b. Actively engages in Physical Education class.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts personal responsibility by using equipment and space appropriately.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- b. Recognizes that challenges in physical activity can lead to success.
- c. Describes positive feelings that result from physical activities.

**ASSESSMENTS:**

<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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.
Teacher observation	Thumbs Up/Down Class discussion on Tennis	N/A

**MAJOR UNIT CONCEPTS AND VOCABULARY****FOUNDATIONAL INFORMATION:** Students were given time to practice throwing and catching skills in previous lessons.**CONCEPTS:**

Striking short and/or long-handled implements

Sports: Tennis

Follow directions and classroom rules

Shows respect to the teacher and other students

Uses space and equipment safely

Tossing/Catching/Rolling/Throwing

Participation and effort

**VOCABULARY:** Tennis, striking, throw, catch, roll, paddle, tennis racquet

**LINKS:**

Website: Try Engineering provides free STEM lessons at [www.tryengineering.org](http://www.tryengineering.org)

Website: United States Tennis Association(USTA) provides free Tennis curriculum and lesson plans.

[NetGenerationSchools@usta.com](mailto:NetGenerationSchools@usta.com)

Website: Go Noodle ([www.GoNoodle.com](http://www.GoNoodle.com)) is a fun fitness resource. It is FREE and there are academic ties within with their episodes. You can use the links below, or you can use the search engine in Go Noodle to look for Tennis activities.

**DIFFERENTIATED LEARNING**

**SPACE:** Check personal space. If working with a partner, after a certain number of hits move back one step. Continue to increase the distance as skill improves. The distance can also be decreased as needed.

**TIME:** Videos can be repeated if students need more practice.

**TASK:** Practice forehand to see how many hits in a row partners can achieve.

**EQUIPMENT:** Shorter handle racquets; larger tennis balls or tennis balls with a higher or slower bounce

**GROUPING:** Center work with various skills. Students can be grouped by experience and skill levels. Each center task can be tiered to meet all skill levels. Tiered tasks can be used over several lessons as a method for students to advance in skill throughout the unit.

**CHALLENGE:** Create your Tennis videos and share them with the teacher.

**MATERIALS**

**STUDENT SUPPLIES:**

- 1 Paddle per person
- Create a ball or use a ball at home
- Inside/Outside chart per student or group

**TEACHER SUPPLIES:**

Sound system, Music/Mic, access to internet/technology to use links from USTA and GoNoodle websites Smartboard(optional), Computer, 1 picture of striking in personal space safely, and 1 picture of an unsafe striking situation.

**OPENING**  
Getting students ready to learn

**ESSENTIAL QUESTIONS:** Why do we play Tennis? How does learning to strike an object help us?

**HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

This week we will focus on Tennis skills. You will work on fitness, eye-hand coordination, build a stronger brain, socialize with family, gain an understanding of sportsmanship, teamwork, touches on all our PE Standards, and so much more! Did I mention it is my favorite sport?! It is so much FUN! The learning target is to be safe and share space.

- I can shuffle side to side using the correct form.
- I can do the exercise on my own or with a family member.
- I can practice tennis serve.
- I can practice hitting a ball.
- I can play the activity safely, so I do not get hurt.

**CREATING**

**STUDENT AND TEACHER PROCEDURES:** Teachers can play Tennis videos in person with technology tools or a remote learning situation. You can also access these videos on

YouTube.com with parent supervision. If having trouble with Internet Explorer, try a different browser like Chrome.

Think safety first: Check your space. Can you safely move and strike without bumping into furniture? If so, clear space for safe movement and striking the air.

**Activity 1:** View resources from the United States Tennis Association(USTA) and Net Generation. Or Go Noodle website. You do not have to log in to have access to videos. Scroll down the page to access the Tennis Activity Videos.

[https://netgeneration.usta.com/us-en/tennis-at-home.html?fbclid=IwAR0zhLmhvo71ln0aYXNDzTqcHh5VTs8\\_WDZR92IL969NAB2x9QZEbyoSmZI](https://netgeneration.usta.com/us-en/tennis-at-home.html?fbclid=IwAR0zhLmhvo71ln0aYXNDzTqcHh5VTs8_WDZR92IL969NAB2x9QZEbyoSmZI)

- <https://app.gonoodle.com/activities/tennis-balls-basketballs-and-meatballs?s=Search&t=Tennis>
- <https://app.gonoodle.com/activities/madison-keys-jump-squat-turn-around?s=Search&t=Tennis>
- <https://app.gonoodle.com/activities/madison-keys-fast-feet?s=Search&t=Tennis>
- <https://app.gonoodle.com/activities/100-fast-jumping-jacks?s=Search&t=Tennis>
- <https://app.gonoodle.com/activities/i-can-do-that?s=Search&t=Tennis>
- <https://app.gonoodle.com/activities/the-ball-is-in-your-court?s=Search&t=Tennis>
- <https://app.gonoodle.com/activities/hit-the-ball-yall?s=Search&t=tennis>

**Activity 2:** Use the Inside/Outside chart. Balance ball on a paddle.

**Activity 3:** Roll ball around the edge of the racquet or paddle. Standing and /or kneeling position.

**Activity 4:** Bounce the ball and then catch on paddle/racquet. Standing and /or kneeling position.

**Activity 5:** Tap ball down 20 times with paddle/racquet. Standing and /or kneeling position.

**Activity 6:** Tap ball up 20 times with paddle/racquet. Standing and /or kneeling position.

**Activity 7:** Create your Tennis videos and post with #TennisAtHome with parent permission.

**Activity 8:** Need a challenge? Check out this STEM extension and create a more complex racquet. <https://tryengineering.org/teacher/tennis-anyone/>

**CLOSING**

**REVIEW:** What are some tips to remember when striking an object? The learning target is to be safe and share space. Give me a thumbs up, down, or sideways if you hit the learning target. You all did a great job practicing Tennis and striking skills safely. Way to go!

**Exit Ticket/Performance:** Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. Place 2 drawings of students striking a ball. One picture shows personal space and one picture shows an unsafe striking situation. Have students identify and point to which picture is safe.

SAMPLE

Lesson Plan 2: Save the Planet: Throwing and Catching

**Course: Physical Education      Grade: 1      Unit: 3 Spring in Action!      Lesson Plan: 2**

**LESSON TITLE: Save the Planet: Throwing and catching**

**ENDURING UNDERSTANDING:** Students will use underhand, and overhand throwing skills in a game using space and equipment safely. Students will catch balls and follow rules in a game situation.

**GSE TO ADDRESS IN UNIT:**

**MOTOR SKILLS PE1.1** The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- i. Demonstrates underhand throwing techniques following teacher ques.
- j. Catches various sized objects.
- o. Strikes an object with a short-handled implement using a proper grip.

**FITNESS PE1.3** The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- b. Actively engages in Physical Education class.

**RULES PE1.4** The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5** The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- b. Recognizes that challenges in physical activity can lead to success.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

**ASSESSMENTS:**

<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
Checklist from previous year	Class discussion on recycling and demonstration of throwing and catching skills  verbal commentary from the teacher  Thumbs Up/Down	Peer assessment  Teacher observation

**MAJOR UNIT CONCEPTS AND VOCABULARY**

**FOUNDATIONAL INFORMATION:**

**CONCEPTS:**

- Throwing
- Participation and effort
- Uses space and equipment safely

Follow directions and classroom rules

Shows respect to the teacher and other students

**VOCABULARY:** throw, catch, underhand, overhand, toss, dominate, non- dominate

**LINKS:** Website: YouTube videos on recycling

<https://www.youtube.com/watch?v=VIRVPum9cp4>

[https://www.youtube.com/watch?v=OasbYWF4\\_S8](https://www.youtube.com/watch?v=OasbYWF4_S8)

<https://www.youtube.com/watch?v=BJsv8HSgPsw>

Website: USA Baseball has a free program for youth called “Fun At Bat”.

<https://www.usabdevelops.com/funatbat>

[www.kidsrecycle.org](http://www.kidsrecycle.org)

[www.epa.gov/recyclecity](http://www.epa.gov/recyclecity)

## DIFFERENTIATED LEARNING

**SPACE:** Students choose the distance from the target. They can move closer for an easier target, or farther away from a challenge.

**TIME:** Students are given adequate time to practice, develop skills. Feedback has been provided, and skills concepts have been revisited. Students will work at their own pace.

**TASK:** Students will progress through skill challenges after they successfully complete each progressive skill. How far they progress is up to their ability level.

**EQUIPMENT:** The ball size and weight can vary depending on student needs.

**GROUPING:** Students are assigned partners based on skill, and behavior.

## MATERIALS

**STUDENT SUPPLIES:** 30-50 of each-Yarn balls, Tennis sized foam balls, medium-sized foam coated balls,6 large mats, recycling signs for mats, 12 mini cones

**TEACHER SUPPLIES:** Music for warming up the body, stereo system, cordless microphone, tape, 6 recycling signs for mats, peer assessment sheets, pencils/crayons per student

Technology: Use a computer and SMARTboard to show videos about recycling.

**OPENING**  
Getting students ready to learn

**ESSENTIAL QUESTIONS:** Why is it important to recycle? Why is it important to correctly throw underhand and overhand?

**HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)**

Recycle discussion: How do you recycle? Put glass, aluminum, and paper into certain bins so that they can be reused and made into a new product so we're not wasting it. Optional: Show a recycling video. Today, we are going to play "Save the Planet" activity. The students the recycling symbols. Students will pretend they are recycling and will throw recycling items(balls) into the recycling bins. They will use underhand, and overhand throws toward the targets. They can also catch items in the air. The farther away a "recycling bin" is the more points that bin is worth. The glass recycling bin = 10 points per ball, the aluminum recycling bin = 5 points per ball, and the paper recycling bin = 1 point per ball. Students will be lined up behind boundary lines on opposing sides of the play area. Students may not cross this line into the other team's recycling area. When the game stops, the students should freeze, and the bins will be emptied and counted. The team with the most points wins.

Review Overhand throw Cues:

1. Sideways to target
2. Ready, aim, fire!
3. Step with opposite foot of throwing hand
4. Make X with arms and legs
5. Elbow as high as mouth coming forward
6. Follow-through

Demonstrate underhand throw cues and catching cues.

Review of safety: Throw balls at a target, not people. The Learning Target is throwing balls at targets using proper cues for an overhand throw.

**CREATING****STUDENT AND TEACHER PROCEDURES:****Set-Up:**

1. Divide the class into 2 teams and separate sides by placing mini cones down the dividing line.
2. Place 3 mats on each side of the playing area. Mats are on standing their sides making a circle (recycling bin). Placemats at various distances from the dividing line to increase difficulty. Place or tape recycling signs on the mats.
3. Lots of fake recyclable products (yarn balls, coated foam balls, and/or foam Tennis balls) on each side.

**Activity Procedure:** Save the Planet!

**Activity 1:** Dynamic warm-up: <https://www.youtube.com/watch?v=BJsv8HSgPsw> or March in place, slides, hop, squat jump, inchworm, walking lunges with a twist.

**Activity 2:**

1. On the GO signal, players throw the recyclable products into the recycling bins.
2. Players may not cross the dividing line at any time.
3. On the STOP signal, players stop throwing and the bins will be counted to determine which team scored the most points.
4. The bins that are farther from the dividing line are worth more points for those students that need more of a challenge.
5. Throw one ball at a time.
6. No kicking or throwing at other people.

**Activity 2:** Students will complete peer assessment during the second game. Teachers assign students a partner for the peer assessment. The student will take turns throwing in the game and observe each other. After the game ends, the partners will go to a corner in the gym to get

	<p>a peer assessment sheet, crayon/pencil, and fill out the peer assessment. Teachers' observation is required for peer assessments. As students' hands in assessment, the teacher will check for accuracy of the name and make sure it is completed correctly.</p>
<p><b>CLOSING</b></p>	<p><b>REVIEW:</b> Students review different types of recycling. Students demonstrate overhand throwing cues and are placed with a partner for peer assessment. What was the learning target for today? Did you hit the learning target? Give me a thumb up if you did. Thank you for working safely and for doing your best!</p> <p><b>Exit Ticket/Performance:</b> Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.</p>

SAMPLE

**Lesson Plan 3: Striking Stations**

**Course: Physical Education      Grade: 1      Unit #: 4 Spring in Action!      Lesson Plan: 3**

**LESSON TITLE: Striking stations**

**ENDURING UNDERSTANDING:** Students will perform basic sports skills with long-handled implements such as striking, throwing, catching, and rolling while sharing equipment safely with others.

**GSE TO ADDRESS IN UNIT:**

**MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

- i. Demonstrates underhand throwing techniques following teacher cues.
- j. Catches various sized objects.
- o. Strikes an object with a short-handled implement using a proper grip.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- a. Discusses the benefits of exercising/playing and being active.
- b. Actively engages in Physical Education class.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- b. Recognizes that challenges in physical activity can lead to success.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

**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.
Teacher Observations	Teacher checklist  Thumbs Up/Down	Formal skills checklist that aligns with the standards.  Skill evaluation with rubrics.

**MAJOR UNIT CONCEPTS AND VOCABULARY**

**CONCEPTS:**

Striking with long-handled implements Sports: Baseball, Lacrosse, Hockey, Tennis Follow directions and classroom rules Shows respect to the teacher and other students Uses space and equipment safely

Tossing/Catching/Rolling/Throwing

Participation and effort

**VOCABULARY:** Toss, catch, roll, throw, scoop, cradle, dominate, non- dominate, and strike

**LINKS:** Website: USA Baseball has a free program for youth called “Fun At Bat”

<https://www.usabdevelops.com/funatba>

## DIFFERENTIATED LEARNING

**SPACE:** Students choose the distance from the partner. They can move closer for easier target, or farther away from the challenge.

**TIME:** Students are given adequate time to practice, develop skills. Feedback has been provided, and skills concepts have been revisited. Students will work at their own pace.

**TASK:** Students' choice of the ball to throw and catch.

**EQUIPMENT:** The ball size and weight can vary depending on student needs. (Use whiffle balls, foam balls, trainer Tennis balls) The racquet, bat, Lax stick can vary in size depending on student needs (a larger surface area or smaller surface area)

**GROUPING:** Students are assigned teams based on skill, gender, and behavior.

## MATERIALS

### STUDENT SUPPLIES:

10-12 hockey sticks, 6 whiffle balls, 15 cones, 5 batting tees, 25 large foam Tennis balls, 20 poly spots, 10-12 Lacrosse sticks, 2 tennis nets, and 6 rubber balls.

### TEACHER SUPPLIES:

Music for warming up the body, stereo system, cordless microphone  
Technology: Use a computer and SMARTboard to show a video about striking.

### OPENING Getting students ready to learn

**ESSENTIAL QUESTIONS:** Why do we practice striking skills? Name some sports that you strike a ball. Why is personal space important? How does learning to strike an object help us? What are some tips to remember when striking an object?

### HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

We are working on striking skills today. Striking is used in a variety of sports. Body parts and different types of equipment are used in this activity. We are doing a striking station rotation. You will start with your squad in your squad corner. Music means GO and you will perform the task designated to the corner. The music stops, and the teacher will tell you when to rotate. The skills that are involved are striking, throwing, catching, scooping, and cradling. The ready position is used in stations. Partners should always look/communicate before throwing or striking towards their partner. Review of safety. The Learning target is to focus on striking skills and keep a personal space.

### CREATING

### STUDENT AND TEACHER PROCEDURES:

#### Activity Procedure:

**Activity 1:** Dynamic warm-up: <https://www.youtube.com/watch?v=BJsv8HSgPsw> or March in place, slides, hop, squat jump, inchworm, walking lunges with a twist.

**Activity 2: Four station rotation:** Teacher and student demonstration of station activities. Each piece of equipment has a special way to hold it and use it. Safety tips are given for each area.

	<p><b>Station 1 Batting off tees</b>-Striking off batting tees with a partner. One partner strikes a foam ball off the tee. The other partner stands in the safe designated area to retrieve the ball and throwback to the partner for a second attempt. Each partner gets 5 strikes off the tees and then students trade places.</p> <p><b>Station 2 Lacrosse</b>-Students find a partner and stand back to back on the poly spot until everyone has a partner. On teacher signal, they can pick up the Lacrosse stick and ball. Take 5 steps away. Students roll, scoop, and cradle the ball to each other 10 times. If they are successful, they can take 2 steps backward to add challenge. Cues: Roll, scoop, cradle.</p> <p><b>Station 3 Hockey dribbling</b>- Students line up behind the starting cone. First-person in line, picks up the hockey stick(blade down) and dribbles the whiffle ball toward the second cone, around it, and back to the starting cone. Hands the stick off to the next person in line and goes to the end of the line.</p> <p><b>Station 4 Tennis striking</b>- Striking balls with a partner. Partners are on opposing sides of the net. Poly spots are strategically placed on each side of the net a safe distance from other students. One side of the net has the foam Tennis balls, and the other side of the net has racquets resting on a poly spot. One partner underhand tosses the ball over the net and the other partner strikes the tennis ball back over the net. Each partner gets 5 strikes with the tennis racquet before switching sides of the net.</p>
<b>CLOSING</b>	<p><b>REVIEW:</b> Students review different types of striking. Students demonstrate striking off tees, and with rackets. Hockey dribbling, and the Lacrosse “roll, scoop, and cradle” are demonstrated. What was the learning target for today? Did you hit the learning target? Give me a thumb up if you did. Thank you for working safely and for doing your best!</p> <p><b>Exit Ticket/Performance:</b> Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity. They can high five the teacher or touch a positive sign on the wall to indicate their success in the class.</p>

**Lesson Plan: 4: FUN on Field Day!**

**Course: Physical Education**

**Grade: 1**

**Unit #: 4 Spring in Action!**

**Lesson Plan: 4**

**LESSON TITLE: FUN on Field Day!**

**ENDURING UNDERSTANDING:** Students will participate in fun relay races in preparation for field day events.

**GSE TO ADDRESS IN UNIT:**

**MOTOR SKILLS PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.**

- i. Demonstrates underhand throwing techniques following teacher ques.
- j. Catches various sized objects.

**FITNESS PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- a. Discusses the benefits of exercising/playing and being active.
- b. Actively engages in Physical Education class.

**RULES PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

**VALUE AND JOY PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- c. Describes positive feelings that result from physical activities.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.

**ASSESSMENTS:**

<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
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.
Whole group discussion	Class discussion on being physically active and having FUN.	Teacher observation

**MAJOR UNIT CONCEPTS AND VOCABULARY**

**CONCEPTS:**

- Throw
- Catch
- Field Day
- Uses space and equipment safely
- Follow directions and classroom rules
- Shows respect to the teacher and other students
- Sports

**VOCABULARY:** Relay race, Teamwork, sportsmanship, cooperation

## DIFFERENTIATED LEARNING

**SPACE:** Students choose to distance of each station. They can move closer to the target if the distance to throw is too difficult or can stand farther away from the target to add more challenge.

**TIME:** The transition time from station to station can be adjusted. Monitor student energy level, and limit activity time due to heat index. Frequent breaks as needed, student choice of events, and safety need to be considered during the active part of Field Day.

**EQUIPMENT:** Different size balls and frisbees can be offered for students to be more successful. They also have a choice in how they throw the equipment. They can use overhand, underhand, rolling, or frisbee throws.

**GROUPING:** Students are balanced in gender, skill, and behavior in classes. The student should have the opportunity to make choices regarding the events listed. Consider the following when choosing events: skill level of the student; independence of skill level and assistance required to be successful for each event.

## MATERIALS

### STUDENT SUPPLIES:

See the equipment needed for each activity below.

### TEACHER SUPPLIES:

Sound system, Music/Mic, whistle.

### OPENING Getting students ready to learn

**ESSENTIAL QUESTIONS:** What is Field Day? What is a relay race?

#### HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

We will work together in teams to compete in some relay races and have so much fun! The learning target is to work with others in the activities today and have FUN! Teacher demonstration of a relay race.

**Basic running relay.** Divide the class into four teams. Set up four cones for the students to run around. On the whistle, each student will run around the cone and back. When everyone has run around the cone the team will sit down. The winning team is the first one finished and seated.

### CREATING

**STUDENT AND TEACHER PROCEDURES:** Practice the following Field Day relays and activities to prepare students for FD.

**Activity 1: Potato Sack Race Relay**- Students will divide into 4 teams. The first person in line will step into the sack. On “GO”, the students will jump forward until he/she reaches the cone. They will jump around it and back to the start of the line. They will take off the sack and give it to the next person in line. The first team to finish wins. Equipment: 4 potato sacks, 8 cones

**Activity 2: Javelin throw**- Students will have a chance to throw the noodle as far as they can. The student stands on the spot where their noodle lands. The student who throws the farthest is the winner. Equipment: 4 noodles, 2 cones, poly spots

**Activity 3: Triathlon Scooter Board Relays**-Divide students into 4 teams. The relay will start on the line, where cones are set up. Students will scoot (on their bottoms) down, around the cone and back, pretending they are rowing. The students will pass the scooter to the next person in line and go to the end of the line and sit down. The first team to have everyone sitting down will be declared the winner of the relay race. This relay can be changed up in many ways. Next, pretend they are running or swimming. Please don't let other students push

	<p>each other or stand on scooters. Another challenge can be to scoot (seated) backward on the scooter. Equipment: 4 Scooter boards, 8 cones, 4 poly spots</p> <p><b>Activity 4: <u>The Torch Relay</u></b>- Hold the plunger upside down (by the handle) with a ball on top and travel down around the cone and back. Hand the torch off to the next person in line and go to the end of the line. The team that finishes first wins ^ if time permits; try using the different types of balls.</p> <p>Equipment: 4 plungers, 4 cones, 4 poly spots, 4 whiffle balls, 4 footballs, 4 playground balls</p>
<p><b>CLOSING</b></p>	<p><b>REVIEW:</b> Did you enjoy the races? How is your heart rate? Are you hot? Why is teamwork important in relay races? Did you hit the learning target?</p> <p><b>Exit Ticket/Performance:</b> Students line up when their class is called. As they exit the gym, the teachers could say give me a thumbs up or down if you liked the activity.</p>

SAMPLE

## Keheley Olympic Field Day Friday in May



### **Stations:**

- 1: Dance in Gym
- 2: Water games
- 3: Cooperative games
- 4: Olympic Dreams
5. Tug-of-war
- 6: 50 Yard Dash

- I. **Thursday, May 5<sup>th</sup> Opening ceremony for Olympic Field day at 8:00 am:** All classes will meet outside and watch the one-mile run. Awards are given to P.E. Students of the year! See the next sheet for more information on this.
- II. **Friday, May 6 stations begin at 8:30 am:** One grade level will be at a station at a time. There may be up to 5 games within a station. Please remember to rotate every 5-8 minutes. After 30 minutes, the entire grade level will rotate to the next station.
- III. **Break Information:** Station 1 is the dance in the gym as well as a 30-minute break station for classroom teachers! Please drop off students in hall B at the correct time. Parent volunteers will watch your class for you. Please be prompt in picking your class up and have them exit the gym through the back doors.
- IV. **Lunch** –The schedule is the same as every day!

**First Aid** – We will send students to picnic tables for ice bags and Band-Aids. There will be water to clean the wounds, paper towels, and hand sanitizer for you. If there is any injury that needs more than a Band-Aid or ice bag, they should go straight to the clinic accompanied by an adult. Please make sure your children stay **hydrated** to avoid any heat emergencies. Also, we have some children with severe asthma – make sure they get their inhaler 20-25 minutes before aerobic activity.

- V. **Field Day Ribbons** will be handed out at the end of the day for all students. Please award them to students on the basis of the following things: Students must be a good listener, follow directions, and be a good sport!

### Important Reminders:

- A grade level will be at ONE station.
- Three Stations are large group activities, and four stations have relay type games at them. Each class starts at a different game in the station and then rotates in order of the games until the time is up. For example, if your class starts at 1, 1 goes to 2, 2 to 3, 3 to 4, 4 to 1.
- Please have your class help us keep the field clean by picking up their trash.
- Remind your children to wear sunscreen.
- Please leave each station the way it was when you found it so it will be ready for the next class.
- Rain date is Monday, May?
- We are serving ice pops, and water to students. If you have a student with an allergy, let parents know ahead of time, so that they can provide an alternate snack.

## Explanation of Stations

### **Station 1: Dance-located in the gym**

Mr. Nathanson and parent volunteers will run the dance. Please drop off students on B hall and pick them up on time at the back of the gym, where students will move to Station 2.

Station 2: Water games-located on the blacktop near the gym

a. **The ringer**- Students will be divided into 4 teams. Students will pick up a sponge and run to the water bucket. Soak the sponge with as much water as it will hold. Run back to your team's cup and squeeze the water into it. Then hand the sponge to the next person in line. The first team to fill the cup wins.

Equipment: 4 cones, 4 plastic cups, 4, five-gallon buckets, and 4 sponges.

b. **The Torch Relay**- Put the plunger upside down (by the handle) with a cup of water on top and travel down around the cone and back. Dump the water back in the water bucket. Hand the torch off to the next person in line and go to the end of the line. The team that finishes first wins ^ Equipment: 4 plungers, 4 cones, 4 poly spots, 4 cups, and 1 large bucket/trashcan of water. \* If the student drops the water, they have to walk back for a refill.

c. **Synchronized Swimming**: Divide the class into 4 teams. The first person in line runs to the pool and puts on the swim equipment, sprays him/herself with the water mist bottle, and runs back to the line. They take off the equipment, hand it to the next person in line, and go to the end of the line. The next person in line puts on the equipment, sprays him/herself with the mist, runs back, and tags the next person in line. This is repeated until everyone has had a turn.

Equipment: Pool, 4 swim goggles, 4 sets of swimmies, 4 mist bottles, 4 polyspots

d. **Refreshments**: Popsicles and water for the class/classes that are waiting.

Equipment: table, water cooler, cups, freezer pops, a pair of scissors, and some paper towels.

### Water Balloon Toss

Divide the class into 2 lines. Each team receives a water balloon at the front of the line. Pass it through legs to the next player. Next player passes balloon over his/her head. When the balloon gets to the back of the line, reverse directions. The team that can go up and down the line the most times without breaking the balloon will be the winner.

Divide class into 2 lines facing each other about 4 feet apart. Give one side of students a balloon. They will toss the balloon to the person in front of them and then back to the original person that tossed the balloon. If they didn't break it, they have to take 1 step backward. Repeat until everyone has broken a balloon. Equipment: water balloons, trash bag, and a trashcan

Station 3: Cooperative Games-Located on track and blacktop that is closest to the back gate.

**4X100 Baton Relay**-Groups of 3 students-With a baton in hand, the first player runs to a cone, hands off baton to second person, and the second person runs with the baton to the third person. The third person passes the baton to the fourth person and runs to the finish. After winners have run against each other, students may run a 1X100 Baton relay.

Equipment needed; 3 cones, 3 batons

a. **Potato Sack Race Relay**- Students will divide into 4 teams. The first person in line will step into the sack. On "GO", the students will jump forward until he/she reaches the cone. They will jump around it and back to the start of the line. They will take off the sack and give it to the next person in line. The first team to finish wins. Equipment: 4 potato sacks, 8 cones

b. **Don't Lose Your Marbles**- Pass out tube sections to 2 groups of 8 students. The challenge is to get one marble to travel through all tube sections and come out into the bucket. The marble cannot fall to ground or be touched by hands. If that happens, students start the activity over. To begin, drop one marble into the first student's tube. If it successfully travels through all tubes and into the bucket, attempt sending 2 marbles the next time. If that is accomplished, try 3 marbles.

Equipment: 2 sets of tubes, marbles, 2 poly spots, and 2 buckets.

c. **Tic-Tac-Toe Relay**- Divide students into 4 equal teams and have them line up behind a poly spot. Put 6 shirts of the same color on each poly spot. Set up 2 sets of 9 hula hoops for a Tic-Tac-Toe game about 15 yards away from the teams. Two teams will compete against 2 teams in a game of Tic-Tac-Toe. On go, the first student will pick up a shirt, run to the hoops and drop off a shirt in one of the hoops. Then, the student will run back to the team and give a high five for the next student to go. Students win the game by getting 3 shirts in a row to complete the game. If the team runs out of shirts, they can move a shirt to a different hoop to try and win. The winning teams can play each other if enough time permits. Equipment: 4 sets of 6 colored shirts, 4 poly spots, and 18 hula hoops.

d. **Triathlon-Scooter Board Relays**-Divide students into 4 teams. The relay will start on the line, where cones are set up. Students will scoot down on their bottoms around the cone and back pretending they are rowing. The students will pass the scooter to the next person in line and go to the end of the line and sit down. The first team to have everyone sitting down will be declared the winner of the relay race. This relay can be changed up many ways. Next, pretend they are running or swimming. Please don't let other students push each other. Another challenge can be to scoot backward on the scooter. Equipment: 4 Scooter boards, 8 cones, 4 poly spots

Station 4: Olympic Dreams: Between blacktop and the Intermediate field

**Hula Hoop wars:** A double row of hula hoops are set out. Students stand inside the hoops in pairs facing each other. The hoops are about 8 feet apart from each other. On the signal, all students warm up with the hula hoops. On the signal "hoop wars", the pairs of students advance towards each other as they hula-hoop. The object of the activity is to knock the other person's hula-hoop down first.

**Soccer dribble:** Divide the class into 4 equal teams. Each team member must dribble a soccer ball with his/her feet around a cone and back. Students go to the end of the line and sit down, when they are finished. The first team to have everyone seated wins!

Equipment needed: 4 soccer balls, 8 cones

**Softball Throw**-Each student is given 2 chances to throw. Have all the girls throw, and then all of the boys throw. Mark their farthest throw with a cone. Measure the top 3 throws for the boys and girls in each class.

Should a student scratch by any part of their foot going past the front edge of the throwing line, they will be given one more chance to throw again. Equipment needed: 4 softballs, paper, pen, ribbons, and 4 poly spots

**Team-Standing Long jump:** Divide the class into 4 equal teams and have them stand behind a spot. The first student in line does 3 rocking chair motions and jumps forward taking off with 2 feet and landing with 2 feet.

The second person in line stands beside the first person and repeats a standing long jump. The third person in line stands beside the second person and performs a standing long jump. Repeat until all students have jumped. The winner is the team with the longest combined jumps.

Equipment needed: ribbons, pen, and 4 poly spots

Bathroom and water break

#### **Station 5 Tug-of-War-located on Intermediate field**

**Class vs. Class:** This is an optional activity for students, and we will try our best to make the teams even. We will practice this event and go over rules ahead of time. Each class that is called to the rope, will stand next to it, and not pick it up until told. The pull will begin when the whistle blows. When a team pulls the rope over to the winning mark, the whistle will be blown twice. At that time, students are taught to NOT let go of the rope and remain standing to keep everyone safe from falling. If at some point during the activity, a student does fall down, they are to stand up as soon as possible to ensure safety. If a class loses twice, they are eliminated from the competition. \*This year, we will do fewer kids on the rope at a time. For example, Strickland's girls vs. boys.

Station 6 50 Yard Dash-located on Intermediate field near the big tree

Divide each class into a group of girls and a group of boys. Let half the girls run and find the top 2 girls. Let the second half of the girl's group run and find top 2 girls. Let them rest and run the boys the same way. The top 3-4 girls will race

again for the winner. The top 3-4 boys will race again as well for the winner. The next class repeats this process, until we have the fastest boy and girls' runners for each class. Have a final race for each gender with the fastest runners from each class. Ribbons go to the top boys and girls in each grade level  
Equipment: whistle, small cones, timer, ribbons, notepad, safety pins, a list of the teachers for each grade level, and a pen

SAMPLE

Let's make Field Day the best ever!

Field Day Olympic Station Schedule						
Time: Station	1: Dancing in the GYM	2: Water Games	3: Cooperative games	4:Olympic Dreams	5: Tug of War	6: 50 Yard Dash
8:30- 9:00 am	4th grade	3 <sup>rd</sup> Grade	5th grade	1st grade	2nd grade	Kindergarten
9:00 - 9:30am	Kindergarten	4th Grade	3rdgrade	5th grade	1st grade	2nd grade
9:30– 10:00 am	2 <sup>nd</sup> grade	Kindergarten	4 <sup>th</sup> grade	3rd grade	5th grade	1st grade
10:00-10:30 am	1 <sup>st</sup> grade	2nd grade	Kindergarten	4th grade	3rd grade	5th grade
10:30-11:00am	5 <sup>th</sup> grade	1 <sup>st</sup> grade	2 <sup>nd</sup> grade			
11:15-12:15	Break					
12:30-1:00pm		5 <sup>th</sup> grade		Kindergarten	4thgrade	3 <sup>rd</sup> grade
1:00-1:30pm	3 <sup>rd</sup> grade		1 <sup>st</sup> grade	2 <sup>nd</sup> grade	Kindergarten	4thgrade
1:30 pm	All classes meet in the gym.	Closing ceremony				