



Georgia Department of Education

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

PHYSICAL EDUCATION

Georgia Standards of Excellence (GSE)

Grade 2

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Physical Education

Grade 2 MAP The following curriculum map is part of a GaDOE collection of Unit Frameworks for Grade 2

Unit #/Title	Unit 1: We're In This Together	Unit 2 Let's Get Physical
GSE for Physical Education	PE.2.1 (a, f, h) PE.2.2 (a) PE.2.3 (a,b) PE.2.4 (c) PE.2.5 (a, d, e)	PE.2.1 (a, b, c, d) PE.2.2 (a, c) PE.2.3 (c) PE.2.4 (a,d) PE.2.5 (b)
Key Concepts	<p>Properly demonstrates locomotor skills</p> <p>Recognizes and respects personal space</p> <p>Recognizes physiological indicators accompanying physical activities</p> <p>Works cooperatively in large group settings</p>	<p>Uses locomotor and non-locomotor skills in physical activities</p> <p>Maintain personal space in a movement setting</p> <p>Participates in various fitness-based activities</p> <p>Cooperates in small group settings</p> <p>Enjoys learning new skills with others</p>

Physical Education

Unit #/Title	Unit 3: Manipulative Mania	Unit 4: Get Ready
GSE for Physical Education	PE.2.1 (f, k, i, o, q) PE.2.2 (a) PE.2.3 (c) PE.2.4 (b, c, d) PE.2.5 (b, d, e)	PE.2.1 (a, i) PE.2.2 (b) PE.2.3 (d) PE.2.4 (d) PE.2.5 (a, b, d, e)
Key Concepts	<p>Demonstrates successful use of various manipulatives</p> <p>Respects and maintains personal space and awareness</p> <p>Accepts corrective feedback from teacher and others</p> <p>Enjoys learning new skills</p>	<p>Demonstrates locomotor skills in a team setting</p> <p>Participates in Georgia Fitness Assessment activities</p> <p>Works cooperatively in team activities</p> <p>Respects differences and similarities in team settings</p>

Physical Education (Course Grade 2)Unit 1 Lesson Plan 1

Physical Education Unit #1: We Are In This Together

Course: Grade 2 Education			UNIT #1: We're In This Together			PACING: 9 weeks		
UNIT FOCUS: locomotor skills, personal space, cooperation, physiological indicators								
STANDARDS AND ELEMENTS								
MOTOR SKILLS								
<ul style="list-style-type: none"> a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways. f. Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through). h. Catches an object at a medium level with the hands (not trapping against the body) 								
STRATEGIES								
<ul style="list-style-type: none"> a. Maintains personal space in a movement setting 								
FITNESS								
<ul style="list-style-type: none"> a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate, and heavy breathing). b. Actively engages in physical education. 								
RULES								
<ul style="list-style-type: none"> a. Accepts corrective feedback from the teacher. c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self) d. Interacts positively with others during partner and small group activities. 								
VALUE AND JOY								
<ul style="list-style-type: none"> a. Describes and identifies emotions before, during, and after participating in physical activity. d. Recognizes the value of working cooperatively with others. e. Accepts and respects differences and similarities in physical abilities in self and others. 								
EXAMPLE LESSON PLANS								
Share Your Space Group Juggling Parachute PE ABCs								
EXAMPLE ASSESSMENTS								
DIAGNOSTIC			FORMATIVE			SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.			Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.			Gauge student mastery of standards.		
Whole class discussion Observation			Teacher/peer observation			Skills Checklist		
SUPPLEMENTAL RESOURCES								

Physical Education (Course Grade 2)Unit 1 Lesson Plan 1

Lesson Plan 1: Moving in My Space

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 1
LESSON TITLE: Moving In My Space				
ENDURING UNDERSTANDING: Students will perform loco-motor patterns in proper pathways while learning about cooperation and body awareness.				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
a. Uses combinations of various loco-motor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.				
e. Transfers weights while maintaining balance.				
CONCEPTS:				
PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Maintains personal space in a movement setting.				
FITNESS:				
PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).				
b. Actively engages in physical education				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
a. Accepts corrective feedback from the teacher.				
c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).				
PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
a. Describes and identifies emotions before, during, and after participating in physical activity.				
d. Recognizes the value of working cooperatively 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.		
<ul style="list-style-type: none"> Whole group conversation 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Whole group conversation 		

Physical Education (Course Grade 2)Unit 1 Lesson Plan 1

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- personal space
- loco-motor patterns
- working together

VOCABULARY:

- cooperation
- awareness
- weight transfer

DIFFERENTIATED LEARNING

Students will be able to run and perform loco-motor movements at their own pace and level.

MATERIALS

STUDENT EQUIPMENT:

- Hula hoop

TEACHER EQUIPMENT:

- Music
- Sound system/speaker
- Whistle

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

Are you aware of your space?
What activities can we do and stay in our space?

HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

Hula hoops should be scattered around the gym floor. One for each student. When students hear music they will run laps around the gym. When the music stops they get in a hula hoop. Repeat a couple of times and encourage students to choose a different hula hoop each time. Class discussion about personal space.
How much space do you need to play safely?

FOCUS ACTIVITY

STUDENT AND TEACHER PROCEDURES:

Activities – from Open Physed

Students are standing in their hula hoop.

1. Puddles - Lay the hoop flat on the ground.
Jump in and out of the hoop with a balanced landing.
Hop in and out of the hoop.
Gallop, skip, jog around the hoop.
2. Walk Around the World - Lay the hoop flat on the ground. Placing hands in the hoop with feet on the outside.
Transfer weight from hand to hand as you walk your feet around outside the hoop.
3. Cliff Hanger - Lay the hoop flat on the ground. Slowly balance on the hoop and walk around the edge.
Blast Off - Hold the hoop over your head so you can look up and out of the hoop's center. Count down from 5 to 0. Drop the hoop while holding your hands and arms together in a rocket pose. It's a successful launch if the hoop doesn't touch any part of your body.

Physical Education (Course Grade 2)Unit 1 Lesson Plan 1

	<ol style="list-style-type: none">5. Shuffle Around - Lay the hoop flat on the ground. With both feet inside the hoop, shuffle your hoop around the area. Move using different pathways.6. Bus Driver - Hold the hoop out in front of you like a steering wheel. Safely drive around the activity area at a walking speed. Listen for “Navigation Instructions” from the teacher (e.g., forward, back, right, left, clockwise, zigzag, etc.).7. Helicopter Hold - the hoop up over your head like the propellers on a helicopter. Safely fly around the activity area on your tiptoes. Slowly come in for a landing so that you’re sitting with your legs crisscrossed. Take off again and listen for “Navigation Instructions” from the teacher.8. Lucky Coin - Spin the hoop like a coin in your own space.9. Balancing Act - Lay the hoop flat on the ground. Perform different balances inside the hoop (e.g., stand on 1 leg, switch legs, 1 foot inside and 2 hands outside, 1 hand inside and 2 feet outside, etc.)10. Musical Hoops - Everyone’s hoops are laying flat on the ground. When the music starts, gallop (hop, jump, skip) in open space without stepping on or in any hoops. When the music stops, walk to a hoop and step inside it. It’s okay to share hoops with your classmates. Teachers, play 8 rounds using all loco-motor skills. Take away 1 hoop after each round to encourage students to share and cooperate. <p>https://openphysed.org/wp-content/uploads/2015/02/P-03-4f-LMS-HulaHoopActivityCard.pdf</p>
CLOSING	REVIEW: <ul style="list-style-type: none">• What is personal space?• Why is it important to be aware of others around us?• How did you feel when we took away hula hoops and you had to share space?

ACTIVITY CARD

HULA HOOP

HULA HOOP

Activity Name	Description	Outcome Focus
PART 1		
Puddles	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • Jump in and out of the hoop with a balanced landing. • Hop in and out of the hoop. • Gallop, skip, jog around the hoop. 	Demonstrates Locomotor Skills (Including Jumping) Using Mature Patterns in Relationship to Objects
Walk Around the World	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • Placing hands in the hoop with feet on the outside. • Transfer weight from hand to hand as you walk your feet around the outside of the hoop. 	Transfers Weight from One Body Part to Another in Self-Space
Cliff Hanger	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • Slowly balance on the hoop and walk all the way around the edge. 	Travels Demonstrating a Variety of Relationships with Objects
Blast Off	Hold the hoop over your head so you can look up and out of the hoop's center. <ul style="list-style-type: none"> • Count down from 5 to 0 and then drop the hoop while holding your hands and arms together in a rocket pose. It's a successful launch if the hoop doesn't touch any part of your body. 	Forms Wide and Narrow Body Shapes
Musical Hoops	Everyone's hoops are laying flat on the ground. <ul style="list-style-type: none"> • When the music starts, gallop (hop, jump, skip) in open space without stepping on or in any hoops. When the music stops, walk to a hoop and step inside it. It's okay to share hoops with your classmates. Teachers, play 8 rounds using all locomotor skills. Take away 1 hoop after each round to encourage students to share and cooperate. 	Demonstrates Locomotor Skills (Including Jumping) Using Mature Patterns in Relationship to Objects, Shares and Works with Others
PART 2		
Shuffle Around	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • With both feet inside the hoop, shuffle your hoop around the area. Move using different pathways. 	Travels in Three Different Pathways
Bus Driver	Hold the hoop out in front of you like a steering wheel. <ul style="list-style-type: none"> • Safely drive around the activity area at a walking speed. • Listen for "Navigation Instructions" from the teacher (e.g., forward, back, right, left, clockwise, zigzag, etc.). 	Differentiates Between Movement in Personal and General Space, Travels in Different Pathways and Directions
Helicopter	Hold the hoop up over your head like the propellers on a helicopter. <ul style="list-style-type: none"> • Safely fly around the activity area on your tiptoes. • Slowly come in for a landing so that you're sitting with your legs crisscrossed. • Take off again and listen for "Navigation Instructions" from the teacher. 	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Lucky Coin	Spin the hoop like a coin in your own personal space.	Moves in Self Space
Balancing Act	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • Perform different balances inside the hoop (e.g., stand on 1 leg, switch legs, 1 foot inside and 2 hands outside, 1 hand inside and 2 feet outside, etc.) 	Maintains Stillness/Balances on Different Bases of Support

Physical Education (Course Grade 2)Unit 1 Lesson Plan 2

Lesson Plan 2: Group Juggling

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 2
LESSON TITLE: Group Juggling				
ENDURING UNDERSTANDING: Students learn the names of classmates while demonstrating an underhand throw and catch with hands in small and large group cooperative settings.				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
f. Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through).				
h. Catches an object at a medium level with the hands (not trapping against the body).				
CONCEPTS:				
PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Maintains personal space in a movement setting.				
FITNESS:				
PE2.3 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.				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).				
d. Interacts positively with others during partner and small group activities.				
PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
d. Recognizes the value of working cooperatively 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.		
<ul style="list-style-type: none"> Thumbs up/down 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Teacher observation Whole group discussion 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS: underhand throw, catch with hands				
VOCABULARY: juggling, target, opposition, weight transfer				
DIFFERENTIATED LEARNING				
TASK: Students sitting/rolling rather than standing/throwing.				
EQUIPMENT: Small groups can choose a scarf, gator skin ball, or tennis ball. GROUPING: Small groups or large groups based on equipment choice.				

Physical Education (Course Grade 2)Unit 1 Lesson Plan 2

MATERIALS	
STUDENT EQUIPMENT: <ul style="list-style-type: none"> • Gator skin balls (one for each student) • Poly spots • Scarves, tennis balls (optional for student choice) 	TEACHER EQUIPMENT: <ul style="list-style-type: none"> • Music for fun! • Sound system/speaker • Whistle
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: Do you know everyone’s name in your class? Do you know how to juggle as a group?
	HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins) Throwing and Catching Challenge Each student will get a gator ball and stand in a designated spot in the gym. They will perform the following challenges. <ol style="list-style-type: none"> 1. Throw ball and catch with one hand 2. Throw ball as high as you can 3. Throw ball and clap 3 times 4. Throw ball and spin around 5. Throw ball and touch the ground 6. Throw ball one hand to the other https://www.youtube.com/watch?v=FYS9o-_MwI
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: <ul style="list-style-type: none"> • Small-Group Juggling: Divide the class into groups of 4-6. The teacher throws in a dodge ball to one student using an underhand throw and says a student’s name. That student throws to another saying their name. Continue until all students have caught and thrown the ball. Using the same order continue throwing and catching the ball. After several times through have students reverse the order. After several successful rounds add another ball. • Large Group Juggling: Students then make a circle with the class and repeat the activity with the whole class. They will continue saying names. Order can be reversed and more balls can be added.
CLOSING	REVIEW: The teacher throws a ball or object to each student. The whole class calls out the name of the student who catches it. That student underhand throws back to the teacher. The teacher does with each student. What are some other uses for an underhand throw?

Physical Education (Course Grade 2)Unit 1 Lesson Plan 3

Lesson Plan 3: Parachute Party

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 3
LESSON TITLE: Parachute Party				
ENDURING UNDERSTANDING: Students follow directions, work together using cooperation and teamwork to enjoy parachute activities.				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
a. Uses combinations of various loco-motor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.				
CONCEPTS:				
PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Maintains personal space in a movement setting				
FITNESS:				
PE2.3 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.				
c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).				
d. Interacts positively with others during partner and small group activities.				
PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
d. Recognizes the value of working cooperatively with 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.		
<ul style="list-style-type: none"> Thumbs Up/Down 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Whole group discussion 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS:				
teamwork, working together				
VOCABULARY:				
Overhand, underhand, mixed grip, catapult				
LINKS:				
Parachute activities				
https://openphysed.org/wp-content/uploads/2017/03/P-09-07-Parachute-ChuteActivityCards-.pdf				

Physical Education (Course Grade 2)Unit 1 Lesson Plan 3

DIFFERENTIATED LEARNING	
GROUPING: Assign spaces to students based on skill level, behavior, strength.	
MATERIALS	
STUDENT EQUIPMENT: <ul style="list-style-type: none"> • Parachute • Beach balls 	TEACHER EQUIPMENT: <ul style="list-style-type: none"> • Music • Sound system/speaker • Whistle
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: How do following directions and working together make PE activities more fun?
	HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins) Spread parachute out in the center of the gym and have each student grab a handle. <ul style="list-style-type: none"> • Get a Grip - Introduce 3 types of chute grips: Overhand, Underhand, Mixed • Storm Bringer - Students create small waves on the chute by gently moving hands up and down. Gradually increase the intensity until students are shaking the chute up and down, creating big stormy waves. • Merry-Go-Round - All students turn and face the same direction with the chute in 1 hand. Walk, hop, jump, or skip around while holding the chute. Change directions to reinforce right and left.
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: <ul style="list-style-type: none"> • Hot-Air Balloon - All students raise the chute overhead and then step forward 1 step. They hold this position while the ‘balloon’ deflates. • Balloon Ride - Create a hot-air balloon, then call a color. Students on called color go to the center, touch the chute, then return to spots. • Submarine Students begin standing and bring the chute up to chin level. They make gentle waves. Call a color. Students on the called color take a submarine ride under the chute and travel to a spot of the same color. Use an underhand grip to keep the chute at waist level for a lower “sea level.” • Popcorn - Place several yarn balls, foam balls, or other small objects on the chute. Students shake the chute to make the objects pop up and down like popcorn. • Microwave Popcorn - Using the same popcorn technique, time how quickly students can get all objects off of the chute. They must finish the popcorn before the microwave timer gets to zero. • Bounce-Off - All students hold the chute tightly and up at chin level. Place 2 or 3 large foam balls on the chute. Call a student by name to go underneath the chute and knock the ball up and off. If students demonstrate safe behaviors, increase the number of students under the chute. • Catapult - Place 1 foam ball in the center of the chute. As a team, students work together to make the ball fly into the air. How high can the group make the ball fly?
CLOSING	REVIEW: What happened when we all worked together? When we did catapult how high did we get the ball? What made the ball go high? Why is it important to work together and follow directions in PE?

ACTIVITY CARD

Parachute Basics

The Basics

Activity Name	Description	Grip
Get a Grip	Introduce 3 types of chute grips: Overhand, Underhand, Mixed	All
Storm Bringer	Students create small waves on the chute by gently moving hands up and down. Gradually increase intensity until students are shaking the chute up and down, creating big stormy waves.	Overhand
Merry-Go-Round	All students turn and face the same direction with the chute in 1 hand. Walk, hop, jump, or skip around while holding the chute. Change directions to reinforce clockwise and counterclockwise directions (or right and left).	1-Hand Overhand or Underhand
One-Hand Jog	Students use the same grip and formation as above. However, hold opposite arm out for balance. Jog in one direction, then change and jog in the other direction. Add music as a signal to stop and change directions.	1-Hand Overhand or Underhand
Color Race	Students make small waves. As the teacher calls out a color, everyone on that color races around the circle in a clockwise direction until they are back at their original spot. Start with slow locomotor skills (e.g., marching) and then increase speeds as students demonstrate safe movement.	Overhand
The Wave	Designate 1 student as the starting point. That student raises her/his arms holding onto the chute. This action is repeated around the circle to create a wave (like at a sporting event).	Overhand
Follow the Leader	One student does an activity in place while all others follow along. Do this for 15 seconds each and then rotate to the next student until you've gone around the entire chute. Example activities are: jog in place, march in place, wiggle, dance.	Any Grip
Hot-Air Balloon	All students raise the chute overhead and then step forward 1 step. They hold this position while the 'balloon' deflates.	Overhand
Balloon Ride	Create a hot-air balloon, then call a color. Students on called color go to the center, touch the chute, then return to spots.	Overhand
Mountain Climber	All students raise the chute into the air and then bring it to the ground, kneeling on the outside. Call a color. Students on the called color climb the parachute mountain by crawling until they reach the middle, then turn and crawl back. It's a good idea to start with only 1 climber by calling a name and then check for safe movement. Then add more climbers when you know students will be safe.	Overhand
Submarine	Students begin standing and bring the chute up to chin level. They make gentle waves. Call a color. Students on the called color take a submarine ride under the chute and travel to a spot of the same color. Use an underhand grip to keep the chute at waist level for a lower "sea level."	Overhand / Underhand

ACTIVITY CARD

Ball Fun

Ball Fun

Activity Name	Description	Grip
Popcorn	Place a number of yarn balls, foam balls, or other small objects on the chute. Students shake the chute to make the objects pop up and down like popcorn.	Overhand or Mixed
Microwave Popcorn	Using the same popcorn technique, time how quickly students can get all objects off of the chute. They must finish the popcorn before the microwave timer gets to zero.	Overhand or Mixed
Bounce-Off	All students hold the chute tightly and up at chin level. Place 2 or 3 large foam balls on the chute. Call a student by name to go underneath the chute and knock the ball up and off. If students demonstrate safe behaviors, increase the number of students under the chute.	Overhand
Catapult	Place 1 foam ball in the center of the chute. As a team, students work together to make the ball fly into the air. How high can the group make the ball fly?	Overhand
Roller Ball	Students take small steps backward and hold the chute tightly. Place a ball near the edge. Students work together to roll the ball around the edge of the chute. HINT: one student starts the ball rolling with a gentle push. As the ball comes toward each student, she/he lowers the edge of the chute, and as it goes past, raise the chute. Advanced groups can try to change speed and/or direction.	Overhand

ACTIVITY CARD

Under the Chute

Under the ‘Chute

Activity Name	Description	Grip
Swaparooski!	Create a hot-air balloon, then call out a color, birthday month, etc. Students called carefully walk under the chute to any open space.	Overhand
The Tent	Students bring the chute high up over their heads, then on the count of 3, they take 2 giants steps forward and pull the chute down behind them. All students lower the chute to the floor and then sit with their bottoms on the edge of the chute. Now, tell a campfire story.	Mixed
Washing Machine	Create a tent so that the class is sitting inside the chute. While inside the chute, students rock from the left to right, forward to back.	Mixed
Igloo	Bring the chute up as if you’re making a tent. When the chute is all the way up, call a color. Students of that color go inside the chute. The rest of the class steps in and brings the tent (aka igloo) down, holding it on the floor from the outside.	Overhand
Bear in the Woods	Choose 2 or 3 students to be bears. They will stand off to the side of the chute. All other students make and sit in a tent. The bears then roar and claw the sides of the tent. The bears must not hit or scratch a camper sitting inside the tent.	Mixed
Big Turtle	Create a tent so that the class is sitting inside the chute. Next, prompt the students to get on their bellies with their heads poking out from under the edge of the chute. They’ll need to hold the sides of the chute down just above their shoulders.	Mixed
Headless Horseman	This is like a big turtle, but the heads are inside the tent with bodies on the outside.	Mixed

ACTIVITY CARD

Parachute Games

Parachute Games

Activity Name	Description	Grip
Hot Potato	Students raise the chute overhead. Call a color and give one student of that color a foam ball. Students of the called color go under the chute. The student with the ball is "IT" and must tag another player. The tagged player becomes "IT" and takes the foam ball (no tag backs). The game continues until one player is touched by the chute, or the teacher yells, "Hot Potato!"	Overhand
Mousetrap	Put a pile of beanbags or yarn balls (i.e., cheese) underneath and in the center of the chute. All students raise the chute up over their heads. Call a color to be the mice, who crawl under the chute to collect 1 piece of cheese at a time. They try to collect as many pieces of cheese as they can before the teacher yells, "Mouse Trap!" At that time, students quickly and carefully bring the chute down to the floor to trap the mice.	Overhand
Shark Attack	The class sits on the ground with legs stretched under and the chute and chest level. One or two students are designated as sharks, and they crawl under the chute. Shark(s) quietly and gently tag/grab the legs of any other student in the perimeter. Shark(s) now swap places with the tagged student(s), who become the new shark(s), and the former shark(s) sit with legs crisscrossed on the outside of the chute. Continue until all students are crisscrossed.	Overhand
Superman's Cape	All students hold one side of the chute as a group at one end of the activity area. Designate 2 or 3 students as superheroes. Those students hold the other side of the chute, facing the opposite side of the area. On a 3 count, the class raises the chute above their heads. When the teacher yells, "FLY!" everyone except the superheroes let go and step to the sidelines. The superheroes run across the activity area with the chute behind their backs like a cape.	Overhand
Mindfully Floating on Clouds	All students lay with their backs on the chute and their feet hanging just off the edge. Students close their eyes and pretend they're floating on a cloud.	None

ACTIVITY CARD

Parachute Fitness

Parachute Fitness

Activity Name	Description	Grip
Hands on the Wheel	Students sit on the floor with legs under the chute, holding the edges tight with arms extended. On the signal, pass the chute clockwise, always keeping one hand on the chute (hand-over-hand turning).	Overhand
Parachute Sit-ups	All students sit and cover their legs with the chute. Hold the chute firmly, lay back, sit-up, and then repeat.	Overhand
Squat Washers	Students stand with feet shoulder-width apart, then pretend to wash the chute. All students perform a safe squat (knees behind toes), touching the chute to the ground, and then stand back up with arms at shoulder-height.	Overhand
Biceps Curl	Students stand holding chute in an underhand grip with arms straight down at waist-height. Students curl their arms up to their shoulders, bending at stationary elbows. Curl back down and repeat.	Underhand
Plank to T	All students in plank position with hands on the edge of the chute. On the signal, all students rotate together to the right (or together to the left) and bring their opposite arm up to the sky in a T balance formation. Next, try this with the chute in the raised hand.	Overhand

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

Lesson Plan 4: PE ABC's

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 4
LESSON TITLE: PE ABCs				
ENDURING UNDERSTANDING: Students recognize physiological indicators that accompany moderate to vigorous physical activities.				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
a. Uses combinations of various loco-motor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.				
CONCEPTS:				
PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Maintains personal space in a movement setting.				
FITNESS:				
PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).				
b. Actively engages in physical education.				
c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings				
c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).				
d. Interacts positively with others during partner and small group activities.				
PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
a. Describes and identifies emotions before, during, and after participating in physical activity.				
b. Participates willingly in physical activities which require learning new skills.				
d. Recognizes the value of working cooperatively with 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.		
<ul style="list-style-type: none"> Thumbs up/down 	<ul style="list-style-type: none"> Peer observation Teacher observation 	<ul style="list-style-type: none"> Peer observation Teacher observation 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS:				
<ul style="list-style-type: none"> physiological indicators accompanying physical activities physical activities 				

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

VOCABULARY: <ul style="list-style-type: none"> • physical education • moderate • vigorous 	
LINKS: Curl ups https://www.youtube.com/watch?v=uLA_9kx1AkY Donkey Kicks https://www.youtube.com/watch?v=XJ5IW-lu3eg Inchworm https://www.youtube.com/watch?v=03a-PHA2H1U Push-Ups https://www.youtube.com/watch?v=qeWJuwkt5zg	
DIFFERENTIATED LEARNING	
TIME: The length of time can be increased or decreased. TASK: Students can spell different words. GROUPING: Students can work individually, in pairs, or in small groups.	
MATERIALS	
STUDENT EQUIPMENT: <ul style="list-style-type: none"> • Poly spot • PE ABCs worksheet 	TEACHER EQUIPMENT: <ul style="list-style-type: none"> • Music • Sound system/speaker • Whistle • White board/active board to write activities(optional)
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: What is physical education (PE)? What are we going to learn in PE? Why is PE important?
	HOOK/INTRODUCTION ACTIVITY: (approx. 15 mins) Does anyone know what PE stands for? PE stands for physical education which means learning with our bodies. We are going to look at different physical activities, ways physical activity helps our bodies, and what happens when we exercise. Let’s go through the alphabet and do each exercise beside each letter. (See PE ABCs sheet. These exercises can also be on an active board or written on a whiteboard. Count to ten or complete a lap around the gym for each exercise.)
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Students can work individually or with a partner. Each individual or group will be given words to spell using the exercises assigned to each letter. These can also be on an active board or written on the whiteboard. (See PE ABCs sheet. These exercises can also be on an active board or written on the whiteboard. Count to ten or complete a lap around the gym for each exercise.)
CLOSING	REVIEW: PE stands for physical education. We do many different types of exercises in PE. Which exercises were your favorite? How did you feel after the exercises? Hot? Sweaty? Thirsty? Those are all normal when we exercise. Does anyone want to share their favorite?

ABCs List

- A – Act like a cat (crawl)
- B – Bending
- C – Curl-ups (see youtube link)
- D – Donkey kicks (see youtube link)
- E – Eagle wings (fly like a bird around the gym)
- F – Favorite loco-motor
- G – Galloping
- H – Hopping
- I – Inchworm (see youtube link)
- J – Jumping
- K - Kicking
- L – Leaping
- M – Marching
- N – Noisy stomps
- O – Arm circles (draw letter O with arms)
- P – Pushups (see youtube link)
- Q – Quick feet
- R – Running
- S – Skipping
- T – Toe touches
- U – Draw letter U while squatting
- V – V-sit (sit and make letter V with legs)
- W – Wall sits
- X – Draw letter X with arms
- Y – Superman (lie on belly make letter Y with arms extended)
- Z – Zig zag run

Spell the Words

Spell the words below using the exercises assigned to each letter.

GYM

THIRSTY

HEARTRATE

HOT

SWEATY

HEAVY BREATHING

WATER

TIRED

Physical Education (COURSE NAME): Unit #2

Unit 2: Let's Get Physical

Course: Grade 2 UNIT #2: Let's Get Physical PACING: 9 weeks		
Education		
UNIT FOCUS: dance, fitness, locomotor and non-locomotor skills		
STANDARDS AND ELEMENTS		
MOTOR SKILLS		
a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways		
b. Performs a variety of locomotor and nonlocomotor skills in teacher-designed rhythmic activities.		
STRATEGIES		
a. Maintains personal space in a movement setting.		
c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.		
FITNESS		
b. Actively engages in physical education.		
c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.		
RULES		
b. Works cooperatively with peers to solve problems and conflicts.		
c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).		
d. Interacts positively with others during partner and small group activities.		
VALUE AND JOY		
b. Participates willingly in physical activities which require learning new skills.		
c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.		
d. Recognizes the value of working cooperatively with others.		
EXAMPLE LESSON PLANS		
Fitness Stations Obstacle Course Circuit Sensation Dances		
EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
SUPPLEMENTAL RESOURCES		

Physical Education (Course Grade 2)Unit 2 Lesson Plan 1

Lesson Plan 2: Fitness Frenzy

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 1
LESSON TITLE: Fitness Frenzy!				
ENDURING UNDERSTANDING: Students will engage in fitness activities and recognize the physiological indicators that accompany moderate to vigorous physical activity.				
GSE TO ADDRESS IN UNIT				
MOTOR SKILLS:				
PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
a. Uses combinations of various loco-motor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways				
STRATEGIES:				
PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Maintains personal space in a movement setting.				
c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.				
FITNESS:				
PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).				
b. Actively engages in physical education.				
. Identifies physical activities that contribute to fitness in and outside of a physical education setting.				
RULES:				
PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).				
d. Interacts positively with others during partner and small group activities.				
VALUE AND JOY:				
PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
a. Describes and identifies emotions before, during, and after participating in physical activity.				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Thumbs up/down • Whole group discussion 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Whole group discussion 		

Physical Education (Course Grade 2)Unit 2 Lesson Plan 1

MAJOR UNIT CONCEPTS AND VOCABULARY	
CONCEPTS: fitness, physiological indicators VOCABULARY: moderate, vigorous, hexagon LINKS: available in the description	
DIFFERENTIATED LEARNING	
SPACE: Space cones out for more movement challenge or closer for less. TIME: Lengthen (more difficult) or shorten (less difficult) time for intervals. TASK: More difficult or simple exercises. GROUPING: Group students by fitness levels.	
MATERIALS	
STUDENT EQUIPMENT: <ul style="list-style-type: none"> 1 foam ball per two teams 	TEACHER EQUIPMENT: <ul style="list-style-type: none"> 10 cones Hexagon Hustle Exercise cards Music/sound system or speaker Whistle
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: HOOK/INTRODUCTION ACTIVITY: (approx. 25 mins) Activity Name: Team Rep Time Set-Up: <ul style="list-style-type: none"> Create a large grid with 1 section of the grid for two teams. Create equal teams of 5-7 students; 2 teams per section, 1 ball per 2 teams. Activity Procedure: <ul style="list-style-type: none"> It's time to exercise our bodies while we play a game called Team Rep Time. The object of the game is to score points by completing as many repetitions of each exercise as possible. Each team forms a circle with enough space to safely perform exercises. The offense starts with the ball, and the other team is the defense. A player on the offense throws the ball high in the air so it lands within the cones. If the ball is thrown out of bounds, the team loses its turn and cannot score points. When the ball is thrown, the offense begins the set exercise (e.g., jumping jacks). Defense retrieves the ball and hands it off behind them in an over/under pattern. When everyone on defense has held the ball, the final player yells, "STOP!" The offense scores a point for each repetition complete before the stop signal is made. Offense and defense switch roles. 1 round is complete when both teams have had an opportunity to score. Play for 3–5 rounds and then find a new team to compete against. Use simple exercises like jumping jacks, marching knees, star jumps, and plank shoulder taps.

Physical Education (Course Grade 2)Unit 2 Lesson Plan 1

<p align="center">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Hexagon Hustle</p> <p>Set-Up:</p> <ul style="list-style-type: none">• Use 6 cones to outline a hexagon inside the teaching area. On each cone is a sign with exercises (see resources). <p>Activity Procedure:</p> <ul style="list-style-type: none">• Students will start at a cone in small groups. The teacher plays music for about 30 seconds while students move around the hexagon performing the activities on the signs.• When the music is off, the teacher provides activities from either flexibility, abdominal strength, or muscular strength/endurance for about 30 seconds.• When the music starts again, students advance to the next cone. <p>https://www.gophersport.com/blog/4-fun-pe-activities/</p>
<p align="center">CLOSING</p>	<p>REVIEW:</p> <p>What is fitness? Why is it important to be physically active? Which exercises would you consider moderate? Vigorous?</p>

TEAM REP TIME

Team Rep Time Cooperative Fitness STUDENT TARGETS

TEACHING CUES

Activity Procedures:

- ✓ **Skill:** I will perform exercises with perfect form.
 - ✓ **Cognitive:** I will discuss the benefits of being active.
 - ✓ **Fitness:** I will discuss the benefits of the exercises we perform.
 - ✓ **PSR:** I will cooperate with my team and follow all rules.
- ✓ Follow Rules
 - ✓ Demonstrate Perfect Form
 - ✓ Work Hard
 - ✓ Have Fun

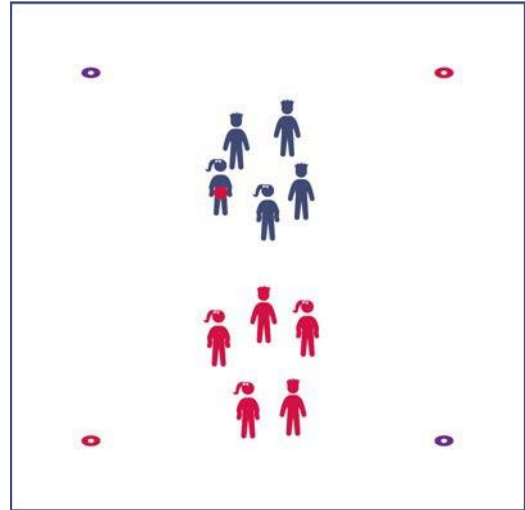
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 foam ball per 2 teams
- ✓ 4 low-profile cones per 2 teams

Set-Up:

1. Create a large grid with 1 section of the grid for 2 teams.
2. Create equal teams of 5–7 students; 2 teams per section, 1 ball per 2 teams.



1. It's time to exercise our bodies while we play a game called Team Rep Time. The object of the game is to score points by completing as many repetitions of each exercise as possible.
2. Each team forms a circle with enough space to safely perform exercises. The offense starts with the ball, and the other team is defense. A player on the offense throws the ball high in the air so it lands within the cones. If the ball is thrown out of bounds, the team loses its turn and cannot score points.
3. When the ball is thrown, offense begins the set exercise (e.g., jumping jacks). Defense retrieves the ball and hands it off behind them in an over/under pattern. When everyone on defense has held the ball, the final player yells, "STOP!" Offense scores a point for each repetition complete before the stop signal is made. Offense and defense switch roles. 1 round is complete when both teams have had an opportunity to score. Play for 3–5 rounds and then find a new team to compete against.

Grade Level Progression:

K–2nd: Use simple exercises like jumping jacks, marching knees, star jumps, and plank shoulder taps.

3rd–5th: Add exercises like burpees, plank jacks, and push-ups.

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 5 [E1.K-5]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of “good health balance” (2); Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is physical activity?
- ✓ **DOK 2:** What do you know about physical activity and good health?
- ✓ **DOK 3:** What facts would you select to support the importance of physical activity? Why did you choose those facts?

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Physical Education (Course Grade 2)Unit 2 Lesson Plan 2

Lesson Plan 2: Wordles

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 2
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LESSON TITLE: Wordles

ENDURING UNDERSTANDING: Students will engage in yoga style movements to create positive behaviors and communication with others.

GSE TO ADDRESS IN UNIT

MOTOR SKILLS:

PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- e. Transfers weight while maintaining balance.

STRATEGIES:

PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Maintains personal space in a movement setting

FITNESS:

PE2.3 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.

RULES:

PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).
- d. Interacts positively with others during partner and small group activities.

VALUE AND JOY:

PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Describes and identifies emotions before, during, and after participating in physical activity.
- b. Participates willingly in physical activities which require learning new skills.
- d. Recognizes the value of working cooperatively with 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.
<ul style="list-style-type: none"> • Whole group discussion 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Whole group discussion

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS: positive behavior, communication, flexibility, balance

VOCABULARY: yoga, balance, positive, social interaction, transfer weight, the base of support, extend

LINKS: available in the activity description

DIFFERENTIATED LEARNING	
<p>TASK: For less challenge use only letters. For more challenge students have students chose more difficult words. GROUPING: Group students by ability levels.</p>	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • Partner of a small group 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> • 4 cones • 4 hoops • 1 spot marker per group of 3 students • 4 sets of Sight Word Cards • 4 sets of ABC Flash Cards
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS: How can we positively work together to design letters and words using creative poses with our bodies?</p>
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</p> <p>Activity Name: Yoga ABCs</p> <p>Set-Up: Students will spread out and find their personal space.</p> <p>Activity Procedure: Teacher models ABCs with students by designing body movements.</p>
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Wordles</p> <p>Set-Up:</p> <ul style="list-style-type: none"> • Create a large activity area using cones to mark boundaries. • Scatter spots throughout the activity area. • Set 1 hoop next to each cone. • Place cards (with either letters or words) inside hoops. • Create groups of 3, each group at a spot marker. <p>Activity Procedure:</p> <ul style="list-style-type: none"> • On the start signal, 1 student per group will walk (or other loco-motor skill) to collect a card from one of the hoops and then bring that card back to their group. • As soon as they return, groups will begin to work cooperatively to design shapes with their bodies to create the letter or word on the card. • Take time to allow groups to demonstrate their shapes for another group, or the entire class. • Teachers: As students show success with letters and words, progress in complexity. Younger students will make letters into words; older students will make words into sentences. Keep in mind, words do not have to be letter-spelling illustrations. Students can create poses and movements that give a demonstrative illustration of the word. <p>https://openphysed.org/wp-content/uploads/2019/11/E-10-03-Yoga-Activities_08-Wordles.pdf</p>

CLOSING

REVIEW:

How did you feel working with your partner or group creating letters and words? Were some letters and words more difficult than others? How was your balance?

WORDLE

STUDENT TARGETS

- **Skill:** I will flex and extend my body to create shapes while maintaining balance on different bases of support.
- **Cognitive:** I will discuss the activities that are enjoyable and describe positive feelings that result from participation.
- **Fitness:** I will remain actively engaged in this activity without teacher reminders.
- **Personal & Social Responsibility:** I will purposefully participate in a way that helps my classmates enjoy this activity.

TEACHING CUES

- Eyes Forward
- Be Mindful
- Hold Your Pose

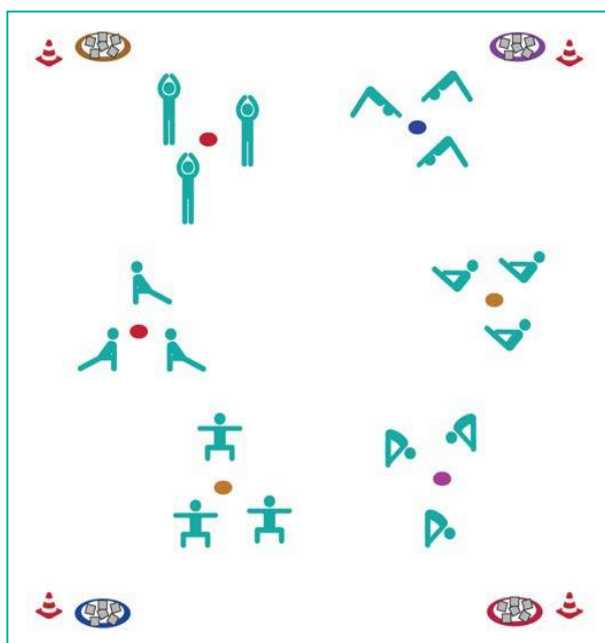
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 cones
- 4 hoops
- 1 spot marker per group of 3 students
- 4 sets of Sight Word Cards
- 4 sets of ABC Flash Cards

Set-Up:

1. Create a large activity area using cones to mark boundaries.
2. Scatter spots throughout the activity area.
3. Set 1 hoop next to each cone.
4. Place cards (with either letters or words) inside hoops.
5. Create groups of 3, each group at a spot marker.



Activity Procedures:

1. This is Wordles! The object is to design body movements that create letters and then words.
2. On the start signal, 1 student per group will walk (or other locomotor skill) to collect a card from one of the hoops, and then bring that card back to their group.
3. As soon as they return, groups will begin to work cooperatively to design shapes with their bodies to create the letter or word on the card.
4. Take time to allow groups to demonstrate their shapes for another group, or for the entire class.
5. Teachers: As students show success with letters and words, progress in complexity. Younger students will make letters into words; older students will make words into sentences. Keep in mind, words do not have to be letter-spelling illustrations. Students can create poses and movements that give a demonstrative illustration of the word.
6. If students have mastered this activity, give them a simple book to explore and narrate through movement. For example, use *Great Day for Up* by Dr. Seuss, or *The Gruffalo* by Julia Donaldson.

Grade Level Progression:

- K-1:** Use letter cards only.
- 2-3:** Add sight words to the activity.
- 4-5:** Allow students to create their own words or stories.



WORDLES

UNIVERSAL
DESIGN
ADAPTATIONS

- Use 1 card. Demonstrate and perform the letter or word as a class or in small groups with an adult assisting.

ACADEMIC
LANGUAGE

Actively Engage, Balance, Base of Support, Enjoy, Extend, Flex, Muscle Tension, Positive, Self-Expression, Social Interaction, Transfer Weight

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E7.K-4 & 5]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1); Balances on different bases of support, combining levels and shapes (2a); Balances in an inverted position with stillness and supportive base (2b); Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (3); Combines balance & transferring weight in a gymnastics sequence or dance with a partner (5).
- **Standard 3 [E2.K-5]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 5 [E3.K-2]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the “why”) (1b); Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment) (2).
- **Standard 5 [E4.3-5]** Describes the positive social interactions that come when

DEBRIEF
QUESTIONS

Questions for Grades K-2

- **DOK 1:** How can you recognize a positive feeling?
- **DOK 2:** What do you know about having fun with your friends?
- **DOK 3:** How can you help your friends have more fun in physical education class?

Questions for Grades 3-5

- **DOK 1:** What would you include on a list about positive social interaction?
- **DOK 2:** How do your behavior and actions affect social interactions?
- **DOK 3:** If a friend is having difficulty with an activity, what could you do to help them have a more positive experience?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. The Wordles activity creates a learning environment that provides shared experience through physical activity and movement exploration. By focusing on the social aspects of the activity, students can focus their experience on positive behaviors and communication while enjoying the challenges of yoga-style movements. This sets the stage for positive activity experiences in the future.

A

B

C

D

E

F

G

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9

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Away	All
Big	Black
Blue	Brown
Come	Eat
Down	Good
Find	Have
Help	Like
Jump	Must
Play	Please
Run	Ran

After	Always
Again	Around
Fly	Before
Give	Best
Know	Fast
Live	Green
Open	Read
Over	Right
Stop	Tell
Thank	Work

About	Apple
Better	Baby
Clean	Bear
Draw	Bird
Drink	Coat
Grow	Duck
Kind	Feet
Laugh	Game
Light	Hand
Pick	Shoe

Physical Education (Course Grade 2)Unit 2 Lesson Plan 3

Lesson Pan 3: Circuit Sensation

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 3
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LESSON TITLE: Circuit Sensation!

ENDURING UNDERSTANDING: Students will complete cardiovascular, muscular strength, and manipulative activities in a circuit for self-assessment.

GSE TO ADDRESS IN UNIT

MOTOR SKILLS:

PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- c. Performs a combination of rolling and balance skills.
- e. Transfers weight while maintaining balance.
- f. Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through).
- g. Demonstrates overhand throwing techniques following teacher cues.
- i. Dribbles a ball using the dominant hand while traveling in general space.
- j. Dribbles a ball with control using the feet while traveling in general space.
- n. Rolls an object/ball to a partner or target.
- o. Turns a long rope successfully.
- p. Jumps a self-turned rope continuously.
- q. Jumps a long rope successfully.

STRATEGIES:

- a. Maintains personal space in a movement setting.
- b. Uses a variety of shapes, levels, and pathways in a variety of movement settings.

FITNESS:

PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).
- b. Actively engages in physical education.
- c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.
- d. Practices the proper protocol for each Georgia Fitness Assessment component.

RULES:

PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts corrective feedback from the teacher.
- c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).
- d. Interacts positively with others during partner and small group activities.

VALUE AND JOY:

PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Describes and identifies emotions before, during, and after participating in physical activity.
- b. Participates willingly in physical activities which require learning new skills.
- d. Recognizes the value of working cooperatively with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others

Physical Education (Course Grade 2)Unit 2 Lesson Plan 3

ASSESSMENTS:		
<p style="text-align: center;">DIAGNOSTIC</p> <p>Gauge where students are in their learning prior to beginning the lesson.</p>	<p style="text-align: center;">FORMATIVE</p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p>	<p style="text-align: center;">SUMMATIVE</p> <p>Gauge student mastery of standards.</p>
<ul style="list-style-type: none"> Thumbs up/down 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Self-assessment from students
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS:</p> <ul style="list-style-type: none"> muscular strength muscular endurance flexibility balance underhand and overhand throw dribble cardiovascular exercise <p>VOCABULARY:</p> <ul style="list-style-type: none"> self-assessment weight transfer circuit rotate <p>LINKS: Links to other fun circuits. https://www.actionforhealthykids.org/activity/fitness-circuit-course/ https://www.pegames.org/fitness-circuits/</p>		
DIFFERENTIATED LEARNING		
<p>TASK: Challenge by choice. Students can modify exercises/activities and include them in their self-assessments. GROUPING: Ability group students as needed.</p>		
MATERIALS		
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> Self-assessment sheet Pencil Clipboard Stopwatch 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> Music/speaker (optional) Whistle Fitnessgram cadence CD Basketballs Bowling pins/bowling ball Soccer balls Jump ropes (individual and long) Yarn balls Poly spots Mats 	

Physical Education (Course Grade 2)Unit 2 Lesson Plan 3

	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</p> <p>Activity Name: Waspital</p> <p>Set-Up: Mark out a small squared area with cones (about 2 meters in diameter) to be the Waspital.</p> <p>Activity Procedure:</p> <ul style="list-style-type: none"> • Choose 2 students to be the wasps (taggers). • Have the rest of the class will spread out in the playing area of the gym. • Each student has 2 band-aids (2 hands). Have them hold up their hands. • Kids run around trying to avoid getting stung (tagged) by the 2 wasps (taggers). • If a student gets stung (tagged), they put one of their band-aids (hands) on the place they were stung (e.g. hand on the leg). They must keep it there. • If a student gets stung a second time they must use their other band-aid (hand) where they were stung. • If a student gets stung a third time they must go to the Waspital to complete a challenge (jump 10 times, hop on one foot 5 times, etc). • After completing the challenge they may return to the game. <p>https://primecoachingsport.wordpress.com/2017/04/13/8-great-warm-up-games-for-grades-3-6/</p>
<p align="center">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Circuit Sensation!</p> <p>Set-Up: Set up the following stations in the gym. Stations include:</p> <ul style="list-style-type: none"> • Pushups • Curl-ups • Balance on each leg • Flexibility (sit touch toes) • Underhand throw (bowling ball pin) • Dribble basketball around a cone • Overhand throws (yarn ball) • Jump rope individua • Long jump rope • Dribble soccer ball around the cone • Run laps around the gym <p>Activity Procedure:</p> <ul style="list-style-type: none"> • Students will work in groups of at least 3. They will rotate through the stations at their own pace and record results on their self-assessment sheets.
<p align="center">CLOSING</p>	<p>REVIEW: What did you learn about your cardiovascular endurance, your strength, flexibility? Did you learn any new skills? Have students leave their assessments in the gym for comparison at a later date.</p>

Self Assessment for Circuit Sensations!

Could you balance on each leg? Yes No

Pushups using Fitnessgram cadence? _____

Curl-ups using Fitnessgram cadence? _____

Can you sit and touch your toes? Yes No

Can you stand and touch your toes? Yes No

Can you knock down the bowling pin with the bowling ball?

Yes No

Can you dribble the basketball around the cone and back?

Yes No

Can you throw the yarn ball to the target using overhand throwing skills?

Yes No

How many times can you jump individual rope? _____

Can you dribble the soccer ball around the cone and back?

Yes No

How many laps can you run around the gym in 5 minutes? _____

How many times can you jump a long rope turned by friends? _____

Can you and a friend turn a long rope for a friend to jump? _____

Physical Education (Course Grade 2)Unit 2 Lesson Plan 4

Lesson Plan 4: Let's Dance

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 4
LESSON TITLE: Let's Dance				
ENDURING UNDERSTANDING: Students will participate in a variety of dances to demonstrate competency in motor skills related to movement and performance.				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways. b. Performs a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities. d. Performs rhythmical sequences in a creative routine and simple folk/line dance. 				
CONCEPTS:				
PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
<ul style="list-style-type: none"> a. Maintains personal space in a movement setting. 				
FITNESS:				
PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
<ul style="list-style-type: none"> a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing). b. Actively engages in physical education. 				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
<ul style="list-style-type: none"> c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self). . Interacts positively with others during partner and small group activities. 				
PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
<ul style="list-style-type: none"> a. Describes and identifies emotions before, during, and after participating in physical activity. b. Participates willingly in physical activities which require learning new skills. c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Thumbs up/down 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Thumbs up/down 		

Physical Education (Course Grade 2)Unit 2 Lesson Plan 4

MAJOR UNIT CONCEPTS AND VOCABULARY	
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Dance • Movement • performance <p>VOCABULARY:</p> <ul style="list-style-type: none"> • rhythmic routine • gradual • increase • decrease <p>LINKS: listed with activity</p>	
DIFFERENTIATED LEARNING	
<p>Students can copy teacher movements or create their own.</p>	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • Personal space • Hula hoop (optional) 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> • Music/speaker • Whistle
<p align="center">OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS: Can you count and clap to the beat of the music? Can you create movements to the music for enjoyment?</p>
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 15 mins) Moving 8s</p> <ul style="list-style-type: none"> • Students will stand or sit in a circle. • The object of the activity is to learn about beat, rhythm, and tempo. The beat is like the heartbeat of the song. You might tap your foot to the beat as you listen to a song. The beat is what we are counting in this activity. • The rhythm is the pattern of the music or the movement in the song. The tempo is the speed of the song and can increase or decrease throughout a song or dance. • This activity is like Simon Says. I am going to count out loud, “1-2-3-4,” and you are going to repeat back to me, “5-6-7-8.” The numbers represent the beat of the song. The movements we perform will go along with the rhythm of the music. I may increase or decrease the tempo as we play this activity. • Teachers, use the Moving 8s Activity Card to lead the students in this activity. <p>https://openphysed.org/wp-content/uploads/2016/05/P-05-03-Dance-Activities_02_Moving8s.pdf</p> <p>https://openphysed.org/wp-content/uploads/2016/05/P-05-06-Dance-ActivityCards.pdf</p>

<p style="text-align: center;">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Pop See Ko</p> <ul style="list-style-type: none"> • Today’s activity is called Pop See Ko. • The object of the dance is to have fun and be creative while we move around. • Teachers, lead the students as detailed on the Pop See Ko Conversation Sheet. • When appropriate, call on individual students to choose dance moves for the group to perform. • Continue the dance, repeating the call and response format so that each student gets a chance to perform a unique dance move while the class follows along. <p>https://openphysed.org/wp-content/uploads/2016/05/P-05-03-Dance-Activities_01_PopSeeKo.pdf</p>
<p style="text-align: center;">CLOSING</p>	<p>REVIEW:</p> <p>How did dancing make you feel? Can you count and clap a slow beat and a fast beat? What was your favorite movement? Why did you like it?</p>

Physical Education (Course Grade 2) Unit 3 Lesson Plan 1

Physical Education (COURSE NAME): Unit #3: Unit Name Manipulative Mania

Unit #3: Manipulative Mania

Course: Grade 2 Education	UNIT #3: Manipulative Mania	PACING: 9 weeks
UNIT FOCUS: throwing, kicking, dribbling, jumping		
STANDARDS AND ELEMENTS		
MOTOR SKILLS		
<ul style="list-style-type: none"> f. Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through). i. Dribbles a ball using the dominant hand while traveling in general space. k. Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to the ball, contacting the ball with dominant foot, and following through). o. Turns a long rope successfully. q. Jumps a long rope successfully. 		
STRATEGIES		
a. Maintains personal space in a movement setting		
FITNESS		
c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.		
RULES		
<ul style="list-style-type: none"> b. Works cooperatively with peers to solve problems and conflicts. c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self). d. Interacts positively with others during partner and small group activities. 		
VALUE AND JOY		
<ul style="list-style-type: none"> b. Participates willingly in physical activities which require learning new skills. d. Recognizes the value of working cooperatively with others. e. Accepts and respects differences and similarities in physical abilities in self and others 		
EXAMPLE LESSON PLANS		
Underhand Toss Stations??? Mr. Toss Dribble??? Jump rope??? Speed Kickball		
EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Whole class discussion Observation	Teacher/peer observation	Skills Checklist
SUPPLEMENTAL RESOURCES		

Physical Education (Course Grade 2) Unit 3 Lesson Plan 1

Lesson Plan 1: Striking Stations

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 3 Lesson Plan: 1
LESSON TITLE: Striking Stations			
ENDURING UNDERSTANDING: Students will work with partners to consecutively strike objects with a short-handled implement in a variety of stations.			
GSE TO ADDRESS IN UNIT			
<p>MOTOR SKILLS: PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. l. Consecutively volleys an object. m. Consecutively strikes a variety of objects with a short-handled implement.</p>			
<p>STRATEGIES: PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. a. Maintains personal space in a movement setting. c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.</p>			
<p>FITNESS: PE2.3 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.</p>			
<p>RULES: PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. a. Accepts corrective feedback from the teacher. c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self). d. Interacts positively with others during partner and small group activities.</p>			
<p>VALUE AND JOY: PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. b. Participates willingly in physical activities which require learning new skills. c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments. d. Recognizes the value of working cooperatively with others. e. Accepts and respects differences and similarities in physical abilities in self and others.</p>			
ASSESSMENTS:			
DIAGNOSTIC	FORMATIVE	SUMMATIVE	
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.	
<ul style="list-style-type: none"> • Student pre-assessment 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Student post-assessment – see below 	

Physical Education (Course Grade 2) Unit 3 Lesson Plan 1

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Striking skills with a variety of objects
- Volleying skills with a variety of objects
- Working with partners successfully
- Challenge of learning new skills
- Self-assessment of skills

VOCABULARY:

- Striking
- Volleying
- Underhand
- Serve
- Paddle
- Consecutive
- Target
- Force
- Accurate

DIFFERENTIATED LEARNING

TASK: To increase challenge students can use non-dominant hand/arm. Students can step closer or further away from the target.

GROUPING: Students can be ability grouped or chose partners.

MATERIALS

STUDENT EQUIPMENT:

- n/a

TEACHER EQUIPMENT:

- whistle
- music
- cones
- balloons
- yarn balls
- hula hoops
- paddles
- jump ropes
- station cards (<https://openphysed.org/wp-content/uploads/2016/01/P-07-06-Volleying-StationCards.pdf>)
- student assessment (<https://openphysed.org/wp-content/uploads/2016/01/P-07-07-Volleying-SelfAssessment.pdf>)
- pencils

OPENING
Getting students ready to learn

ESSENTIAL QUESTIONS: Let's work with a partner to practice striking and volleying skills. How can we improve these skills? Can we work together successfully to improve challenging activities?

Physical Education (Course Grade 2) Unit 3 Lesson Plan 1

	<p>HOOK/INTRODUCTION ACTIVITY: Striking Balloons</p> <ul style="list-style-type: none"> • Each student will need a balloon. • Have them find some personal space. • The teacher will play music while students strike a balloon towards the ceiling. • Have them strike with different body parts (hand, shoulder, knee).
<p align="center">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Striking Stations</p> <p>Set-Up:</p> <ul style="list-style-type: none"> • Using low profile cones, create 6-10 grids (depending on the size of class and activity area). • Set station cards up on tall cones in each grid. • Set up each station according to its station card. • Designate one station as an assessment station. • Create groups of 2-4 students, each group at a different station. <p>Activity Procedure:</p> <ul style="list-style-type: none"> • Complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance. • Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station. • When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
<p align="center">CLOSING</p>	<p>REVIEW: How does it feel to learn new skills? What would happen if you quit? Why is it important to keep trying? Which station was the most difficult for you?</p>

Physical Education (Course Grade 2)Unit 3 Lesson Plan 2

Lesson Plan 2: Parachute Volleyball

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 3	Lesson Plan: 2
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LESSON TITLE: Parachute Volleyball!

ENDURING UNDERSTANDING: Students will use volleying skills and the parachute to participate in a game using teamwork.

GSE TO ADDRESS IN UNIT

MOTOR SKILLS:

PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- 1. Consecutively volleys an object.

STRATEGIES:

PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Maintains personal space in a movement setting.
- c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.

FITNESS:

PE2.3 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.

RULES:

PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- b. Works cooperatively with peers to solve problems and conflicts.
- c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).

VALUE AND JOY:

PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- b. Participates willingly in physical activities which require learning new skills.
- d. Recognizes the value of working cooperatively with 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.
<ul style="list-style-type: none"> • Thumbs up/down 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Teacher observation

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Volley consecutively
- Teamwork
- Cooperation

Physical Education (Course Grade 2)Unit 3 Lesson Plan 2

DIFFERENTIATED LEARNING	
<p>EQUIPMENT: Fewer balls can be used, beachballs can be used, or smaller parachutes. GROUPING: Students placed around the according to skill level.</p>	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • Parachute • Foam balls or balloons 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> • Whistle • Music for fun!
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>HOOK/INTRODUCTION ACTIVITY: (approx. 15 mins)</p> <p>Activity Name: The Shephard</p> <p>Set-Up: Volleyball or balloon for each student</p> <p>Activity Procedure: In this game, 3-5 students are designated as “sheepdogs” that stand in the center of the area. The other players line up on an end-line, each with a beach ball. They are the shepherds and their beach balls are the sheep. The object is to volley their sheep continuously as they walk through the “pasture” without allowing a sheepdog to tap their sheep away.</p> <ul style="list-style-type: none"> • Keep the ball in the air while traveling • Keep eyes focused on the ball • Hit with an open palm <p>https://blog.schoolspecialty.com/volleyball-drills-and-games-for-students-from-k-12/</p>
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Parachute Volleyball</p> <p>Set-Up: Parachute in the middle of the gym Foam balls on the parachute</p> <p>Activity Procedure:</p> <ul style="list-style-type: none"> • Divide the class in half down the middle of the parachute. • Students will try to flip the balls on to the other team's side. • Students will volley foam balls back on the parachute. • Teams receive a point each time the opponent's ball hits the floor • Other parachute volleyball game https://fitkidshealthykids.ca/node/612
<p>CLOSING</p>	<p>REVIEW: Were you able to keep your sheep in the game? How many times did you volley your sheep consecutively? If you were a sheepdog were you able to take someone’s sheep? How many points did your team score in parachute volleyball? Did you volley any balls back to prevent the other team from scoring?</p>

Physical Education (Course Grade 2)Unit 3 Lesson Plan 3

Lesson Plan 3: Feed the Frogs

Course: PE	Grade: 2	Pacing: 1-45 minute class	Unit #: 3	Lesson Plan: 3
LESSON TITLE: Feed The Frogs				
ENDURING UNDERSTANDING: Students will practice dribbling skills stationary and then progress to traveling in general space.				
GSE TO ADDRESS IN UNIT				
<p>MOTOR SKILLS: PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways. i. Dribbles a ball using the dominant hand while traveling in general space.</p> <p>STRATEGIES: PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. a. Maintains personal space in a movement setting. b. Uses a variety of shapes, levels, and pathways in a variety of movement settings</p> <p>FITNESS: PE2.3 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.</p> <p>RULES: PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. a. Accepts corrective feedback from the teacher. c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self). d. Interacts positively with others during partner and small group activities.</p> <p>VALUE AND JOY: PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. b. Participates willingly in physical activities which require learning new skills. c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments. d. Recognizes the value of working cooperatively with others. e. Accepts and respects differences and similarities in physical abilities in self and others.</p>				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> Thumbs up/down 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Teacher observation 		

Physical Education (Course Grade 2)Unit 3 Lesson Plan 3

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Bounce
- Catch
- Dribbling
- Basketball

VOCABULARY:

- Continuously
- Dominant
- Non-dominant
- Control

DIFFERENTIATED LEARNING

SPACE: Boundaries of the pond are set by the teacher. Larger boundaries for more challenge.

TASK: Students can bounce and catch for less difficulty. Students can try activities with a non-dominant hand. Students can walk or jog.

MATERIALS

STUDENT EQUIPMENT:

- Hula hoop (one per student)
- Poly spot (one per student)
- Basketball or playground ball

TEACHER EQUIPMENT:

- 4 cones
- Whistle
- Music (optional)

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS: Do you know how to dribble? How many times can you dribble consecutively? Can you travel in general space while dribbling?

HOOK/INTRODUCTION ACTIVITY: (approx. 15 mins)

Activity Name: Bubble Breakers

Set-Up:

- Create boundaries for a large activity area with cones.
- Scatter poly spots throughout the area.
- Each student to a poly spot with a ball

Activity Procedure:

- It's time to be a Bubble Breaker! When I say, "GO!" you'll start by breaking your bubble (the poly spot).
- Bounce your basketball on your poly spot 3 times, making a good catch after every bounce.
- After you break your own bubble, move to a different bubble, and break it using 3 good bounces. Break as many bubbles as you can before you hear the stop signal.
- Dribble continuously from spot to spot. Dribble 3 times on each spot to break the bubble.

https://openphysed.org/wp-content/uploads/2015/10/P-04-03-HandSkills-Activities_01_BubbleBreakers.pdf

Physical Education (Course Grade 2)Unit 3 Lesson Plan 3

FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: Feed The Frogs Set-Up: <ul style="list-style-type: none">• Scatter hula hoops (lily pads) and poly spots (flies) out on the gym floor (one for each student).• Each student will have a ball and go stand in one of the hula hoops. Activity Procedure: <ul style="list-style-type: none">• When the teacher blows the whistle the students will dribble inside their lily pads.• The teacher calls out, “frogs, feeding time!”• Students will dribble on as many flies as they can in the allotted time (2-3 minutes).• The teacher calls out, “frogs, find a new lily pad!”• Students dribble and stand in a different lily pad.• The game repeats.• Students can walk first then progress to jogging. https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12173#.XzwTpOhKjIU
CLOSING	REVIEW: What is dribbling used for in a game of basketball? Why is it important to be able to dribble continuously? Why is it important to be aware of personal space as you are moving?

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

Lesson Plan 4: Tabata Soccer and the Glob

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 3	Lesson Plan: 4
LESSON TITLE: Tabata Soccer and The Glob				
ENDURING UNDERSTANDING: Students will improve fitness levels and soccer skills.				
GSE TO ADDRESS IN UNIT				
MOTOR SKILLS:				
PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
j. Dribbles a ball with control using the feet while traveling in general space.				
k. Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to the ball, contacting the ball with dominant foot, and following through).				
STRATEGIES:				
PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Maintains personal space in a movement setting.				
c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.				
FITNESS:				
PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).				
b. Actively engages in physical education.				
c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.				
RULES:				
PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).				
d. Interacts positively with others during partner and small group activities.				
VALUE AND JOY:				
PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
b. Participates willingly in physical activities which require learning new skills.				
c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.				
d. Recognizes the value of working cooperatively 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.		
• Thumbs up/down	• Teacher observation	• Teacher observation		
MAJOR UNIT CONCEPTS AND VOCABULARY				

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

CONCEPTS:

- Dribbling and passing with the feet
- Using soccer skills to improve fitness levels

VOCABULARY:

- Tabata
- Plank
- Crunches
- Dribble
- Pass

DIFFERENTIATED LEARNING

TIME: Incorporate more breaks in the Tabata Soccer activity.

TASK: Students can modify exercises (plank on the knees).

GROUPING: Students can work in pairs or individually.

MATERIALS

STUDENT EQUIPMENT:

- Soccer ball

TEACHER EQUIPMENT:

- Cones
- Whistle
- Tabata timer
- Music (optional)
- Whiteboard for exercises (optional)

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

HOOK/INTRODUCTION ACTIVITY: 15 minutes

Set-Up:

- Each student will get a soccer ball and spread out in the gym.
- The teacher has six exercises written on the whiteboard or use demonstration video.



- Exercises include: tick-tock, ball squats, plank roll ball with hands, crunches with the ball on the chest, plank (balance hands-on ball), toe taps on the ball

Activity:

- Students will perform each exercise for 20 seconds and then rest 10 seconds.
- At the end of one round of all six exercises, students will rest for 60 seconds.
- Repeat 4 more times.

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

<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: The Glob</p> <p>Set-Up:</p> <ul style="list-style-type: none">• All players are in a 20 yd x 25 yd grid.• Two players (the Globs) start with a ball at their feet.• All of the other players do not have soccer balls.• Many soccer balls are placed outside around the grid. <p>Activity Procedure:</p> <ul style="list-style-type: none">• On the teacher’s command, the Globs try to “pass” the ball at the players without soccer balls, below their knees.• When a player is hit, they become a Glob as well, and they collect a ball from the outside of the grid and join the other Globs.• The game is over when everybody is a Glob.• Progress to, or begin here, with the Globs as pairs passing a ball.• When there are odd numbers of Globs make a triangle. When there are even numbers of Globs then play in pairs and each pair has a ball. <p>https://www.usyouthsoccer.org/assets/1/6/u8_small_group_play.pdf</p>
<p>CLOSING</p>	<p>REVIEW:</p> <p>How did you feel after Tabata Soccer? Which exercise was your favorite? Easiest? Hardest? How many friends did you pass to in The Glob?</p>

Physical Education (Course Grade 2)Unit 4 Lesson Plan 1
Physical Education (Grade 2): Unit #4: Unit Name Let's Get Ready

Unit 4: Let's Get Ready

Course: Grade 2			UNIT #4: Get Ready			PACING: 9 weeks		
Education								
UNIT FOCUS: Fitnessgram, teamwork, cooperation, fitness								
STANDARDS AND ELEMENTS								
MOTOR SKILLS								
a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways								
Depends on relays								
STRATEGIES								
b. Uses a variety of shapes, levels, and pathways in a variety of movement settings.								
FITNESS								
b. Actively engages in physical education. d. Practices the proper protocol for each Georgia Fitness Assessment component.								
RULES								
d. Interacts positively with others during partner and small group activities.								
VALUE AND JOY								
a. Describes and identifies emotions before, during, and after participating in physical activity. b. Participates willingly in physical activities which require learning new skills. d. Recognizes the value of working cooperatively with others. e. Accepts and respects differences and similarities in physical abilities in self and others.								
EXAMPLE LESSON PLANS								
Relays Fitnessgram Pacer preview Tag games								
EXAMPLE ASSESSMENTS								
DIAGNOSTIC			FORMATIVE			SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.			Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.			Gauge student mastery of standards.		
n/a			<ul style="list-style-type: none"> • teacher observation • peer observation 			<ul style="list-style-type: none"> • teacher observation • peer observation 		

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

Lesson Plan 1: Pacer Practice

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 1
LESSON TITLE: Pacer Practice				
ENDURING UNDERSTANDING: Students will participate in the Fitnessgram pacer assessment to experience and recognize physiological indicators that accompany moderate to vigorous physical activity.				
GSE TO ADDRESS IN UNIT				
MOTOR SKILLS:				
PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.				
STRATEGIES:				
PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Maintains personal space in a movement setting.				
c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.				
FITNESS:				
PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).				
b. Actively engages in physical education.				
c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.				
d. Practices the proper protocol for each Georgia Fitness Assessment component.				
RULES:				
PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
a. Accepts corrective feedback from the teacher.				
c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).				
d. Interacts positively with others during partner and small group activities.				
VALUE AND JOY:				
PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
a. Describes and identifies emotions before, during, and after participating in physical activity.				
b. Participates willingly in physical activities which require learning new skills.				
c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.				
d. Recognizes the value of working cooperatively with others.				
e. Accepts and respects differences and similarities in physical abilities in self and others.				

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

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> teacher observation peer observation 	<ul style="list-style-type: none"> teacher observation peer observation
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS:</p> <ul style="list-style-type: none"> Assessment of cardiovascular respiratory endurance Experience pacer test <p>VOCABULARY:</p> <ul style="list-style-type: none"> aerobic capacity pacer progressively fitness performance <p>LINKS:</p>		
DIFFERENTIATED LEARNING		
Students can start speed walking and progress to jogging/running.		
MATERIALS		
STUDENT EQUIPMENT:	TEACHER EQUIPMENT:	
<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Whistle Sound system Pacer cadence Poly spots Pacer score sheets (laminated) Dry erase markers 	
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: Why is it important to be physically active? How can we measure our aerobic endurance?	
	<p>HOOK/INTRODUCTION ACTIVITY: Strong, Stretch, Sweat</p> <p>Set-Up:</p> <ul style="list-style-type: none"> Create a large activity space using cones. Create groups of 3 students, each group with enough space to move safely. <p>Activity:</p> <ul style="list-style-type: none"> It's time to warm-up our bodies with a Rock, Paper, Scissor game called: Strong, Stretch, Sweat. Rock = strong and represents muscular fitness. Paper = stretching and represents flexibility. Scissor = sweating and represents aerobic capacity. 	

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

	<ul style="list-style-type: none"> • On the start signal, the game will begin. All 3 players will call out, “Strong, stretch, sweat, show!” On “show” all 3 students will show the rock, paper, or scissor. • If 2 or 3 players have the same symbol, that symbol “wins” and students will perform the exercise in that category from the exercise chart. If each of the 3 students shows different symbols, then each will perform the unique exercise from the category matching their symbols. <p>https://openphysed.org/wp-content/uploads/2015/10/E-01-InstantActs-II30-StrongStretchSweat.pdf</p> <p>https://openphysed.org/wp-content/uploads/2015/10/E-01-InstantActs-II30-StrongStretchSweat-ExerciseChart.pdf</p>
<p align="center">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Pacer Practice</p> <p>Set-Up:</p> <ul style="list-style-type: none"> • Use poly spots to set up lanes for students. • Divide students into groups of three (runner, scorer, and spotter) <p>Activity Procedure:</p> <ul style="list-style-type: none"> • Runner lines up at the start • Teacher plays pacer cadence • Scorer uses score sheet to circle completed laps • Spotter watches for mistakes • When the test is over students rotate through <p>https://fitnessgram.net/pacertest/</p> <p>https://www.nova.edu/projectrise/forms/Individual_Score_Sheet.pdf</p>
<p align="center">CLOSING</p>	<p>REVIEW:</p> <p>How do you feel after participating in the pacer test? What are other activities to help improve our aerobic endurance?</p>

Physical Education (Course Grade 2)Unit 4 Lesson Plan 2

Lesson Plan 2: Muscle Hustle

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 2
LESSON TITLE: Muscle Hustle				
ENDURING UNDERSTANDING: Students will work in stations to improve muscular strength and endurance to prepare for the Fitnessgram assessment.				
GSE TO ADDRESS IN UNIT				
<p>MOTOR SKILLS: PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.</p> <p>STRATEGIES: PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. a. Maintains personal space in a movement setting</p> <p>FITNESS: PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing). b. Actively engages in physical education. c. Identifies physical activities that contribute to fitness in and outside of a physical education setting. d. Practices the proper protocol for each Georgia Fitness Assessment component.</p> <p>RULES: PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. a. Accepts corrective feedback from a teacher. c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self). d. Interacts positively with others during partner and small group activities.</p> <p>VALUE AND JOY: PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. b. Participates willingly in physical activities which require learning new skills. d. Recognizes the value of working cooperatively with others. e. Accepts and respects differences and similarities in physical abilities in self and others.</p>				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
• Thumbs up/down	• Teacher observation	• Teacher observation		

Physical Education (Course Grade 2)Unit 4 Lesson Plan 2

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Student preparation of Fitnessgram assessment
- Student understanding of the importance of muscular strength and endurance

VOCABULARY:

- Fitnessgram
- Pushups
- Curl-ups
- Muscles
- Muscular strength
- Muscular endurance

DIFFERENTIATED LEARNING

TIME: Length of stations can be increased or decreased. **TASK:** Students will challenge themselves at their own levels.
GROUPING: Students can pick partners or be ability grouped.

MATERIALS

STUDENT EQUIPMENT:

- n/a

TEACHER EQUIPMENT:

- Whistle
- Stopwatch
- Music (optional)
- Fitnessgram cadence for pushups and curl-ups
- Gator skin balls (2-4)
- Beanbags
- Buckets (2-4)

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS: How many pushups can you do? How many curl-ups? How can we get build muscular strength and endurance to increase pushup and curl-up scores?

HOOK/INTRODUCTION ACTIVITY:

- Students will listen to cadence for pushups.
- They will practice about 2-3 as a whole group.
- Students will listen to cadence for curl-ups.
- They will practice 2-3 as a whole group.

<https://fitnessgram.net/onlinelearning/#el-193fe973>

FOCUS ACTIVITY

STUDENT AND TEACHER PROCEDURES:

Activity Name: Muscle Hustle

Set-Up: Four stations

- Wall-Lean Pushups – Students stand and lean into a wall with elbows straight but not locked. They perform as many wall-lean pushups as they can during their time at the station.
- Curl-Up Pass – Student lies in the curl-up position opposite a partner with one holding a gator skin ball. Partners curl up together, and on each curl-up pass the ball from one partner to the other. Have students see how many successful passes they can make during their tie at this station.
- Wall-Lean Chair Sits – Students sit in a chair position with their backs against the wall and hold the position for as long as they can during their time at this station.

Physical Education (Course Grade 2)Unit 4 Lesson Plan 2

	<ul style="list-style-type: none">• Push Up, Pick Up – In a push-up position, students pick up bean bags and fill a bucket. They count how many bean bags they placed in the container during their time at this station. <p>Activity Procedure:</p> <ul style="list-style-type: none">• Students will spend 60 seconds at each station to complete a round.• They will walk/run laps between each round.
CLOSING	REVIEW: Why is it important to have strong muscles? What are some other exercises you can do to build your muscles?

Physical Education (Course PE)Unit 4 Lesson Plan 3

Lesson Plan 3: Ready Set Relay!

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 3
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LESSON TITLE: Ready Set Relay!

ENDURING UNDERSTANDING: Students will interact positively with others while participating in fun relay races in preparation for field day events.

GSE TO ADDRESS IN UNIT

MOTOR SKILLS:

PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- a. Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.

STRATEGIES:

PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Maintains personal space in a movement setting.
- b. Uses a variety of shapes, levels, and pathways in a variety of movement settings.
- c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.

FITNESS:

PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).
- b. Actively engages in physical education.
- c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.

RULES:

PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self).
- d. Interacts positively with others during partner and small group activities.

VALUE AND JOY:

PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Describes and identifies emotions before, during, and after participating in physical activity.
- b. Participates willingly in physical activities which require learning new skills.
- c. Identifies physical activities which provide opportunities for self-expression in dance, gymnastics routines, and game environments.
- d. Recognizes the value of working cooperatively 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.
<ul style="list-style-type: none"> • Whole group discussion 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Teacher observation

Physical Education (Course PE)Unit 4 Lesson Plan 3

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Working together cooperatively as a team
- Relay races

VOCABULARY:

- Relay
- Teamwork
- Good sportsmanship
- Encouraging
- Heartrate

DIFFERENTIATED LEARNING

Modifications are listed in activities section descriptions.

MATERIALS

<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • n/a 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> • whistle • music (optional) • tennis balls (one per student) • shoe boxes (6) • balloons (one per student) • chairs (2) • plastic spoons (2) • cotton balls or eggs (2) • bat (2) • plunger (2) • gator skin balls (2) • cones (8)
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<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS: Are you ready for field day? Can we work together in teams to compete in some relay races? What is a relay race?</p>
	<p>HOOK/INTRODUCTION ACTIVITY: Basic running relay. Divide the class into two teams. Set up two 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.</p>
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Ready Set Relay!</p> <p>Set-Up: see in procedures under each relay</p>

Physical Education (Course PE)Unit 4 Lesson Plan 3

Activity Procedure:

- **Chicken Relay.** Each team member will need a tennis ball. The first person on each team puts the tennis ball (think *chicken egg*) between his or her knees and waddles to a box that has been set up a fixed distance away. The student must get close enough to the box so when he or she releases their knees, the ball falls into the box (think *nest*). The student runs back to the team and tags the next person in line, who picks up the next egg and waddles off to deposit it in the nest. The relay ends when the last person returns to the team. The first team to finish is the winning team. Notes: You could get away with using one ball per team instead of one ball per person; after students lay their "eggs," they pick up the egg from the box and carry it back to the next teammate in line. Larger balls might be appropriate for younger students.
- **Drop and Pop.** Each team member will need a balloon. Inflate the balloons, so each is roughly the same size. Set up a chair for each team at a destination point. The first member of the team carries a balloon to the chair, drops the balloon on the chair, and then sits on the balloon until it pops. When the balloon pops, the student runs back to his or her team and tags the next person in line. The relay continues until the last student in each team has made it back to the line. The first team to finish wins.
- **Shoebox Slide.** Each team needs two shoe boxes. The first member of each team puts one foot into each shoebox, slides his or her way to a cone set up at a destination point, and then slides back to the team. When that student returns to the team, he or she jumps out of the shoeboxes and the second student "puts them on." The relay continues until the last member returns to his or her team. The first team to finish is the winner.
- **Spoon Zoom.** This simple relay requires each member of a relay team to carry a spoon to a set destination, and then carry it back to the team. The catch is that students must carry a cotton ball or an egg -- without dropping it! If the contents drop out of the spoon, the student must stop, pick it up, put it back in the spoon *immediately* (before taking another step), and then continue. The first team to finish is the winning team.
- **Dizzy-Bat Relay:** Each team is lined up and assigned to a lane that has a baseball bat at the other end. Students run down to the bat, stand it up, put his/her forehead on it, spin five times around, and then run back to the next teammate in line. The team counts each teammate's spins—making sure they go around five times before running back to their team. The first team to have all teammates finish wins the relay.
- **Plunger Ball Carry:** The first student in line places a ball at the end of an upright plunger (make sure they do not jam or stuff the ball into the plunger). While holding the stick of the plunger and keeping the cup end upright, the student runs down to a cone and back without dropping the ball. The next student in line repeats this until all have completed carrying the plunger. The first class to complete carrying the ball wins the event. To increase the difficulty, have the students start over if their ball falls and hits the ground.

CLOSING

REVIEW:

Did you enjoy the races? How is your heart rate? Are you hot? Why is teamwork important in relay races?

Physical Education (Course Grade 2)Unit 4 Lesson Plan 4

Lesson Plan 4: Speed Kickball

Course: PE	Grade: 2	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 4
LESSON TITLE: Speed Kickball				
ENDURING UNDERSTANDING: Students will kick a moving ball using mature form while traveling in a game setting and recognize the value of working together as a team.				
GSE TO ADDRESS IN UNIT				
<p>MOTOR SKILLS: PE2.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. k. Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to the ball, contacting the ball with dominant foot, and following through). n. Rolls an object/ball to a partner or target.</p>				
<p>STRATEGIES: PE2.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. a. Maintains personal space in a movement setting c. Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.</p>				
<p>FITNESS: PE2.3 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. c. Identifies physical activities that contribute to fitness in and outside of a physical education setting.</p>				
<p>RULES: PE2.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. b. Works cooperatively with peers to solve problems and conflicts. c. Respects personal and group space (recognizes boundaries and keeps hands/feet to self). d. Interacts positively with others during partner and small group activities.</p>				
<p>VALUE AND JOY: PE2.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. d. Recognizes the value of working cooperatively with others. e. Accepts and respects differences and similarities in physical abilities in self and others.</p>				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> teacher observation 	<ul style="list-style-type: none"> teacher observation 		

Physical Education (Course Grade 2)Unit 4 Lesson Plan 4

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- kicking a moving ball
- value of working with others
- rolling a ball to a target

VOCABULARY:

- kickball
- opposite
- dominant
- pitcher
- kicker
- team
- cooperation

DIFFERENTIATED LEARNING

SPACE: Cone at half court can be closer to or further away from baseline cone.

TIME: Students can play one inning or multiple innings.

TASK: Different locomotor skills can be used. Students who need more practice kicking a moving ball can kick the stationary ball. The teacher can be a pitcher or the pitcher can rotate.

EQUIPMENT: Larger kickball can be used.

MATERIALS

STUDENT EQUIPMENT:

- n/a

TEACHER EQUIPMENT:

- Two cones
- Poly spot
- Kickball

**OPENING
Getting students
ready to learn**

ESSENTIAL QUESTIONS: Would you like to play a kickball game with no bases, no foul balls, and no outs? Can we work together in teams to practice kicking and running skills?

HOOK/INTRODUCTION ACTIVITY:

Rock, Paper, Scissors

- Students will get a partner.
- Play Rock, Paper, Scissors three times doing jumping jacks.
- Separate the students by who won two out of three rounds (winners on one side and losers on the other).
- These will be their teams for the game.

**FOCUS
ACTIVITY**

STUDENT AND TEACHER PROCEDURES:

Activity Name: Speed Kickball

Set-Up:

- Cone at the half-court line and baseline close to the sideline.
- A poly spot at the top of the three-point line.

Physical Education (Course Grade 2)Unit 4 Lesson Plan 4

	<p>Activity Procedure:</p> <ul style="list-style-type: none">• Students will be split into two equal number teams.• The kicking team will line up behind the baseline cone.• Other team will be in the field.• A student is chosen to be a pitcher and stands on the poly spot on the three-point line.• The pitcher rolls the ball to the first kicker.• The kicker kicks the ball and runs around the cone at the half-point line and back to the cone at baseline. The team in the field gets the ball back to the pitcher quickly to stop the runner from scoring points. When the ball gets back to the pitcher the play stops.• If the kicker gets to the cone at half-point their team gets one point. If they get back to cone at baseline their team gets two points.• Teams switch places after everyone has kicked.
CLOSING	<p>REVIEW: Did you enjoy working cooperatively as a team? Why is it important to work cooperatively? Where did the ball go when you kicked it?</p>