

# **Carol Fike's Interdisciplinary Lesson Plan**

**Teaching Fundamental  
Movements  
ESS 301**

**Dr. Duchane  
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# Interdisciplinary Lesson Plan

Carol Fike

## Teaching Fundamental Movements

Fall of 2008

Children need movement just as much as, people need to learn. Children need to be actively involved in their education. This includes incorporating movement into your classroom. If you are talking about frogs and the ways that they move, why not have your students get up out of there desks and hop like frogs; for these are the things that students will remember, so why not create this environments in a variety of subjects. This is also a way to break up the hectic schedules of elementary students. It is also proven that in situations of movement activities this is one of the best times for peer interactions, so why not give students this time. Get your students up out of there desks and move, for this is probably one way that someone in your class will retain information.

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# Physical Education Standards

From the Indiana

Academic Standards

[http://www.doe.state.in.us/standards/standards2000\\_physed.html](http://www.doe.state.in.us/standards/standards2000_physed.html)

## **INTRODUCTION**

### **Standards - What are they?**

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals we aspire to for expanding and improving education in the schools of the United States.

### **The benefits of having standards for physical education**

The National Association for Sport and Physical Education (NASPE) has offered an explanation for what benefit is derived from having standards for physical education. NASPE states in its standards document, *Moving Into the Future (1995): A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an “academically soft” area of study. The standards essentially say that physical education has academic standing. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education.*

### **How are standards to be used?**

The purpose of developing academic standards at the State level is to better serve schools and the local community in the process of curriculum planning. Thus, because curriculum development is a local school corporation responsibility, the curricula within Indiana school corporations may differ from corporation to corporation while the standards remain the same for all corporations. It is this process that enables school corporations to write curricula that reflects the resources and values of the local community, while still staying within the Indiana Standards framework.

### **Standards at the National Level**

The National Physical Education Standards, as prepared by the National Association for Sport and Physical Education, reflects the national education reform movements. The materials included within the National Physical Education Standards are parallel to the materials developed for other content areas. The NASPE document was reviewed by national leaders in physical education, as well as leaders within other subject areas and educational organizations such as the Council of Chief State School Officers.

### **The Goal of the Physical Education Curriculum**

The goal of the Physical Education curriculum is to develop individuals who are proficient at movement and who can use physical activity to:

- Maintain or develop fitness
- Develop skills for sport and recreation
- Use movement for self-expression, enjoyment, challenge, and social interaction
- Lifelong physical activity

## Indiana Physical Education Essential Skills

By the time students graduate from Indiana's high schools, they should have had learning experiences in Physical Education that enable them to demonstrate the following essential skills:

- Ability to perform skills necessary to participate in a variety of physical activities
- Use knowledge and content area information to maintain fitness
- Exhibit a positive attitude toward physical activity and its contribution to a healthful lifestyle
- Recognize that sport, physical activity, and culture are interrelated
- Participate in physical activities with people of all ages, interests, and abilities
- Know how to acquire new physical skills

A review of these essential skills showed a significant correlation to the National Standards for Physical Education developed by the National Association for Sport and Physical Education. Thus, the Indiana Standards for Physical Education are aligned with the national standards. For purposes of use in Indiana schools, the National Standards for Physical Education have been supplemented with additional benchmarks, which will be indicated beneath the standards with a three number identifier (such as 1.1.3). The benchmarks describe behavior that indicates progress toward a performance standard.

The Indiana Administrative Code 511 IAC 6.1-5-2.5 states that:

*Elementary school physical education shall provide experiences through which students develop:*

- (1) fundamental stability and manipulative skills;*
- (2) locomotor and non-locomotor skills;*
- (3) rhythm and dance movement skills; and*
- (4) knowledge and skills in:*
  - (A) aerobic endurance;*
  - (B) body composition;*
  - (C) flexibility; and*
  - (D) muscular strength and endurance*

The Indiana Code also recommends weekly minimum time allocations for physical education as:

- Grades 1, 2, and 3 motor skills development and health education - 105 minutes weekly
- Grades 4, 5, and 6 physical education - 75 minutes weekly
- Grades 6, 7, and 8 physical education - 100 minutes weekly
- High school graduation requirement - 2 semesters

A school corporation which currently is operating with less than the minimum minutes recommended for physical education may find it necessary to increase the minutes allocated for physical education in order to fully meet the standards for physical education as outlined in this document. Also, best practices calls for the utilization of a certified physical education teacher, especially at the elementary level. Recess periods should not be utilized as instructional time for physical education.

## Indiana and National Physical Education Standards

The National Standards for Physical Education were adopted and used as the Indiana Standards. Specific indicators for Indiana schools were added under each general standard statement. These indicators set the Indiana Standards apart from the National Physical Education Standards and standards of other states. The reasoning for adopting the National Standards is that these standards, developed by the National Association for Sport and Physical Education, were endorsed by the Centers for Disease Control and the U.S. Department of Health and Human Services and went through a very thorough national review process.

Standard 1 Demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 2 Applies movement concepts and principles to the learning and development of motor skills.

Standard 3 Exhibits a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.

Standard 5 Demonstrates responsible personal and social behavior in physical activity settings.

Standard 6 Demonstrates understanding and respect for differences among people in physical activity settings.

Standard 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

These seven standards are general and apply to all levels of physical education from grade 1 through the high school requirement. For each of the seven standards there are specifically numbered benchmark statements defining what students should know and be able to do upon completion of a particular level of instruction. Also, for many of the specifically numbered benchmark statements there are examples of student performance and classroom activities appropriate for that level of instruction. **NOTE:** These are only examples and are not intended to replace local curriculum. For instance, the example for Standard 2.1.2 states that the student will perform a skill on a balance beam. The use of this example does not mean that the school **must** offer gymnastics as a part of their curriculum or have a balance beam in order to meet this standard. Rather, this standard could be met in a variety of activities, utilizing a variety of equipment as determined by the faculty of the school or school corporation. Teachers should beware of not “teaching to the examples” and failing to explore the many ways physical education can meet the standards with all types of physical activity. There should not be an attempt to meet the Standard using only the suggested examples.

## Kindergarten

### Standard 1

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*Students begin to develop fundamental movements and basic body management competence. They observe, practice, demonstrate, and compare fundamental*



*movements while learning to control their bodies in relation to other individuals and independent objects.*

K.1.1 Perform locomotor (traveling actions) and non-locomotor (movement in place) skills at a beginning level.

Example: Walk, run, hop, jump, skip, leap, gallop, slide, swing, sway, bend, stretch, and twist with variation in speed, direction, force, shape, and level in general and personal space.

K.1.2 Perform stability (balance) skills alone and/or with a partner.

Example: Transfer weight so as to perform rocking, rolling, flight, and step-like actions. Balance on a beam or performs simple stunts and tumbling skills like the stork stand or log roll.

K.1.3 Manipulate objects (throw, catch, strike, swing, push, pull) at a basic level.

Example: Throws an object with an overhand/underhand motion using various speeds, levels, and directions. Jumps rope.

K.1.4 Perform basic rhythmic skills alone and with a partner.

Example: Perform exercises or simple dances to music or to teacher/student produced rhythmic sounds.

## **Standard 2**

**Applies movement concepts and principles to the learning and development of motor (movement) skills.**

*Students develop movement vocabulary and use terminology accurately. Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).*

K.2.1 Identify and uses a variety of relationships with objects.

Example: Move over/under, behind, alongside, through, etc. as directed.

K.2.2 Identify concepts used in specific movement situations.

Example: Describe how to soften a landing by bending their knees.

K.2.3 Identify and demonstrate characteristics of developmentally appropriate locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: When playing a simple game, the child can tell why some students are faster, more accurate, or more successful.

## **Standard 3**

**Exhibits a physically active lifestyle.**

*Students maintain an active level of participation in physical education class and in activities outside of class.*

K.3.1 Participate in moderate to vigorous physical activity during and after school.

Example: Participate fully in physical education class activities, and in unstructured play with friends, family, or through organized movement experiences for young children.

K.3.2 Experience satisfaction from regular participation in activity during and after school.

Example: Choose to play favorite games often or attempts new activities willingly.

#### **Standard 4**

##### **Achieves and maintains a health-enhancing level of physical fitness.**

*Students progress from vigorous and fun activity for short periods of time to longer periods of time as they begin to achieve and maintain a health enhancing level of physical fitness.*

K.4.1 Set goals for an age appropriate level of health-related fitness (healthy lifestyle).

Example: Students determine that one of his/her fitness goals is to be able to run 10 laps around the gymnasium without walking.

#### **Standard 5**

##### **Demonstrate responsible personal and social behavior in physical activity settings.**

*Students behave appropriately, follow rules and directions, practice safety, and work cooperatively with others.*

K.5.1 Demonstrate an understanding of rules, regulations, and safety practices.

Example: Follow and is able to verbalize rules in physical education class and on the playground. Use appropriate safety equipment and follow safe practices in class and on the playground. Participate in activities without intentionally colliding into other students or objects.

K.5.2 Work cooperatively with other students regardless of personal differences.

Example: Choose playmate without regard for individual differences and plays easily with other children.

K.5.3 Follow simple directions when first directed.

Example: Respond to teacher's signals or verbal instructions.

K.5.4 Follow the rules for simple games and activities.

Example: When playing a simple game, the child follows the rules and participate successfully with the group.

#### **Standard 6**

##### **Demonstrate understanding and respect for differences among people in physical activity settings.**

*Students use positive interpersonal skills such as cooperation, sharing, and courtesy.*

K.6.1 Demonstrate positive attitudes toward self and others through physical activity.

Example: Play cooperatively with others.

K.6.2 Enjoy participation alone and with others.

Example: Play without interfering with others.

K.6.3 Treat playmates with respect.

Example: Choose a variety of partners without arguing. Offer support and/or assistance to classmates.

K.6.4 Resolve conflicts in socially accepted ways.

Example: Is able to decide who goes first during play. Recognize appropriate penalties for rules infractions.

#### **Standard 7**

##### **Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students seek out and enjoy challenging new activities and participate in favorite games.*

K.7.1 Exhibit self-confidence and enjoyment when participating in movement experiences.

Example: Attempt new activities after being introduced to the activities.

K.7.2 Express feelings about participation in physical activity when asked.

Example: Share positive and negative feelings about participation.

K.7.3 Attempt new skills and demonstrate a determination to develop skills through repetitive practice.

Example: Participate willingly in skill drills involving repetitive movements.

## **Grade 1**

### **Standard 1**

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*Students move using locomotor (run, walk, jump, gallop, etc.) and non-locomotor skills (bend, twist, turn, etc.). They move to rhythm, demonstrate balance, and have the ability to jump, climb, and roll. They manipulate objects in a variety of ways.*

1.1.1 Demonstrate the ability to perform locomotor (walk, run, traveling actions) and nonlocomotor

(bend, swing, movement in place) skills upon teacher request.

Example: Respond to imagery, such as waves on the seashore by using various nonlocomotor

movements like twisting, bending, or swaying.

1.1.2 Perform basic balance skills alone, with a partner, or on various apparatus.

Example: Perform simple stunts like the stork stand or back-to-back partner sit.

1.1.3 Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort.

Example: Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in activities like Hot Potato.

1.1.4 Perform basic rhythmic skills alone, with a partner, or within a group.

Example: Move creatively to even/uneven rhythms or to a variety of musical rhythms and styles using simple dance steps.

### **Standard 2**

**Applies movement concepts and principles to the learning and development of motor skills.**

*Students are capable of distinguishing differences in tempo, force, and direction during movement.*

1.2.1 Identify and uses a variety of relationships with objects such as directionality and laterality.

Example: Move in opposition or applies the concept of left/right as in the Hokey Pokey.

1.2.2 Identify the characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: Circle pictures or state key indicators of correct form for the overhand throw.

1.2.3 Explore variations in force/effort, pathways, or level and tempo.

Example: After discussing the concepts of straight, curve, zig-zag, etc. the student uses different locomotor (traveling actions) movements to move in those pathways at different levels and speeds.

1.2.4 Identify major body parts.

Example: Catch a scarf on a designated body part or point to the location of the heart.

### **Standard 3**

#### **Exhibit a physically active lifestyle.**

*Students begin to understand how being physically active contributes to their health and makes them feel and look better. They discuss their observations about the changes that physical activity makes in their own bodies. They explore various activities and discuss how the activities affected their health.*

1.3.1 Participate in lifetime activities during physical education and recess..

Example: Participate in a twenty minute fitness walk (fast walk) during physical education class.

1.3.2 Students document the kinds of activities and the length of activities in which they participate.

Example: Record the amount of time they spend in physical activity and the kinds of activities they choose to do in their portfolios.

### **Standard 4**

#### **Achieves and maintains a health-enhancing level of physical fitness.**

*In the first grade, students begin to understand the effects of physical activity on the body by observing physical changes such as increased heart rate, increased rate of respiration (breathing), and an increase in sweating during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies.*

1.4.1 Demonstrate how increasing the intensity of activity will increase their heart rate.

Example: Participate in loco-motor (traveling actions) activities with the teacher controlling the intensity of the activity with commands – walk, skip, jog, run, etc. They cease activity after each level and feel the beating of their hearts. They are asked to describe the difference in the heart beats between each level.

1.4.2 Demonstrate an understanding of the effect of exercise on the muscles.

Example: Keep a weekly record of the number of curl-ups or crunches they can do in 1 minute. At the end of 6 weeks they compare the differences from their final trial and the first trial. Students explain why the difference occurred.

1.4.3 Identify various parts of the body that are affected by exercise.

Example: Move a particular body part on the command of the teacher.

1.4.4 Identify activities that increase cardiovascular (heart and lungs) endurance.

Example: Bring in pictures of individuals participating in activities that would enhance their cardiovascular endurance.

1.4.5 Distinguish between activities that increase muscular strength (how much) and those that

increase muscular endurance (how many times).

Example: Demonstrate an activity that requires muscular strength and another that requires muscular endurance. Students explain the difference between strength and endurance.

1.4.6 Demonstrate a stretch that will help increase the range of motion of a joint.

Example: Perform a sit and reach stretch to demonstrate how to stretch the hamstrings (muscles on the back of thigh) and low back.

1.4.7 Participate in the majority of class activities and attempts to maintain the intensity and duration necessary for improved fitness.

Example: Participate in locomotor (traveling actions) movements for a continuous period of time at an intensity that they feel is enough to cause their hearts to beat twice as fast as it does at rest.

## **Standard 5**

### **Demonstrate responsible personal and social behavior in physical activity settings.**

*Students begin to learn and apply behaviors which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.*

1.5.1 Identify personal space and maintains activities in own space without interfering with others spaces.

Example: Participate in games and activities while avoiding contact with others or with stationery (non-moving) objects.

1.5.2 Demonstrate a willingness to work with other students toward a common goal.

Example: Participate with a partner or team in a game situation requiring problem solving skills.

1.5.3 Follow rules and directions for all activities.

Example: Participate in activities such as Simon Says.

1.5.4 Identify personal goals for physical activities.

Example: Set goals for achieving a specific level of fitness, i.e. # of crunches (modified sit-ups) completed in 2 minutes.

1.5.5 Accept responsibility for own class participation.

Example: Assist teacher with setting up gymnasium for activity.

1.5.6 Accept constructive criticism from teacher and classmates.

Example: Allow a partner to critique a throwing skill in order to improve performance in distance or accuracy.

## **Standard 6**

### **Demonstrate understanding and respect for differences among people in physical activity settings.**

*First grade students begin to grow from a more egocentric(thinking with the view that one's self is the center) perspective to one in which relationships become more central. Participation in activities requiring cooperative play can enhance the promotion of positive interpersonal relations such as, sharing, cooperation, and courtesy. Students identify these positive relations and can use these relations in problem solving activities.*

1.6.1 Demonstrate a willingness to help a fellow student who has difficulty completing a skill.

Example: Offer to demonstrate a skill to a student who is unable to do the skill.

1.6.2 Develop an appreciation for individual physical differences.

Example: Participate in constructive peer assessment activities.

1.6.3 Choose to participate in activities with partners of varying abilities.

Example: Participate in a rhythm unit with a different partner for each activity.

## **Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students engage in activities that bring them joy and an opportunity for self expression and social interaction. They begin to understand their own abilities and seek activities that will improve their skills.*

1.7.1 Select activities that are difficult to accomplish.

Example: In a cooperative team activity, the student chooses to perform the most difficult task for the team.

1.7.2 Set short term goals that will require practice and work to achieve.

Example: Participate in self-testing activities.

1.7.3 Demonstrate creativity in an activity setting.

Example: Create a unique dance, utilizing appropriate locomotor (traveling actions) skills to match with the tempo (rate or speed) of a song.

1.7.4 Identify personal feelings when participating in physical activities.

Example: Draw a picture representing how they feel when participating in a certain physical activity. Compare these feelings to those of classmates for the same activity.

## **Grade 2**

### **Standard 1**

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*Students are refining fundamental movement skills to a more mature level. By the end of second grade students are able to vary and combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Students demonstrate more advanced forms of movement in their physical activities.*

2.1.1 Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently.

Example: Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving from their spot.

2.1.2 Demonstrate the ability to perform stability (balance) skills alone and/or with a partner.

Example: Walk across a balance beam suspended 6 inches from the floor, without touching the floor or any other object.

2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects.

Example: Jump a self-twirled rope.

2.1.4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner.  
Example: Participate in jumping rope to music, coordinating the speed of the jump with the tempo (rate or speed) of the music.

## **Standard 2**

**Applies movement concepts and principles to the learning and development of motor skills (movement skills).**

*Students learn and apply basic concepts and associated movement vocabulary linked to mature movement patterns. Students will demonstrate concepts and use feedback related to space, effort, and relationships that vary the quality of movement.*

2.2.1 Identify and uses a variety of relationships with objects (e.g. over/under, behind, alongside, through).

Example: Participate in a simple obstacle course involving jumping across objects, moving under a bar, stepping through tires, etc.

2.2.2 Identify and begin to utilize the techniques that provide for efficient and safe movements.

Example: Identify and begin to utilize leg flexion employed to soften the landing of a jump.

2.2.3 Identify dimensions/characteristics of mature locomotor (traveling actions), nonlocomotor (movement in place), and manipulative skills (throw, catch, strike, swing, push, pull).

Example: Walk, run, jump, balance, bounce, kick, throw, and strike objects during a variety of movements and in games of low organization.

2.2.4 Understand and demonstrate strategies for simple games and activities.

Example: Plan strategies to use in playing a simple game of Capture the Flag.

2.2.5 Integrate and reinforce a variety of educational concepts through games, rhythmic, and fitness activities.

Example: Students pair up to form alphabet letters with their bodies, while lying on the floor and moving through space.

## **Standard 3**

**Exhibit a physically active lifestyle.**

*Students begin to understand not only the physiological benefits of physical activity but the social and psychological benefits as well. Students observe positive attitudes of athletes and others engaged in physical activity, and can discuss their own feelings about leading a physically active lifestyle. Students also begin to see the negative consequences of physical inactivity and can discuss ways to avoid these consequences.*

2.3.1 Participate in moderate to vigorous physical activity during and after school.

Example: Participate in swimming during school physical education and over the summer.

2.3.2 Experience satisfaction from regular participation during and after school.

Example: Choose favorite game or activity when asked by the teacher.

2.3.3 Define and identify activities associated with skill and with health-related (healthy lifestyle) physical activity.

Example: Engage in activities and behaviors that demonstrate health concepts.

## **Standard 4**

### **Achieves and maintains a health-enhancing level of physical fitness.**

*Students begin to progress to vigorous and fun activities for longer periods of time and at higher intensity levels. Students learn about health-related (healthy lifestyle) fitness through observation, experimentation, and practice.*

2.4.1 Achieve and value a reasonable level of health-related (healthy lifestyle) fitness.

Example: Run one mile without stopping in progressively shorter time durations.

2.4.2 Describe what can happen to the bodies of people who do not exercise and who eat too much.

Example: Explain reasons why some people have more body fat than others.

2.4.3 Understand the components (parts) of health-related (healthy lifestyle) fitness.

Example: Describe the components of health-related fitness as being strong hearts, strong muscles, lean bodies, and good range of motion.

2.4.4 Distinguish between high, medium, and low intensity activities for all components of fitness.

Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and sprinting as a high intensity activity for cardiovascular (heart and lung) health.

## **Standard 5**

### **Demonstrate responsible personal and social behavior in physical activity settings.**

*Students continue to learn and apply acceptable behavior which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.*

2.5.1 Demonstrate an understanding of rules, regulations, and safety practices.

Example: Students accept role of official in a game of low organization (few rules and low level skills) and verbalizes the rules of the game to the participants.

2.5.2 Work cooperatively with other students; Exhibit individual, partner, small, and large group socialization skills regardless of personal differences.

Example: Engage easily in low organization (few rules and low level skills) games requiring cooperative play.

2.5.3 Follow teacher directives when first directed.

Example: Respond to teachers directives, signals, and suggestions.

## **Standard 6**

### **Demonstrate understanding and respect for differences among people in physical activity settings.**

*As students approach the end of the second grade they are practicing etiquette on a daily basis in a variety of school settings. They observe etiquette in physical activities and are able to apply understanding and respect for individual differences when acting in a team environment.*

2.6.1 Demonstrate etiquette and concern toward others.

Example: Encourage a lesser skilled player to attempt a skill a second or third time after an unsuccessful attempt.

2.6.2 Enjoy participation in physical activities with a variety of partners.



Example: Demonstrate independent and cooperative participation.

2.6.3 Demonstrate respect for others who are different from themselves.

Example: Display consideration of others without regard to personal differences.

2.6.4 Display cooperation with others when resolving conflicts.

Example: Demonstrate positive sportsmanship, encourage playmates, and do not dispute officials calls.

## **Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Children exhibit positive feelings through the challenge of new activities and participation in old favorites. Students express their joy of participation in physical activities freely and with exuberance. Students will explore variations to learned activities so as to make them new and more stimulating.*

2.7.1 Express feelings about participation in physical activity.

Example: Accept the feelings resulting from challenges, successes, and failures in physical activity.

2.7.2 Accept the challenge of participation in new activities.

Example: Attempt new activities willingly.

2.7.3 Engage in and enjoy independent and interactive (with others) physical activity.

Example: Choose to practice a new skill alone first and later with a partner.

## **Grade 3**

### **Standard 1**

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*By third grade, students have developed mature locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. They begin to practice these skills to adapt and refine them to be used in a variety of specific situations.*

3.1.1 Demonstrate movement skills with many variations.

Example: Explore variations of throwing a ball (overhand, underhand, sidearm, one hand, two hands).

3.1.2 Combine different movement skills to form more complex skills.

Example: Dribble a soccer ball while running at different speeds and using the inside and outside of the feet.

3.1.3 Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills.

Example: Using a size appropriate bat, strike a ball that is thrown by a partner.

3.1.4 Demonstrate motor skill (movement skills) patterns following various rhythms.

Example: Bounce, pass, and catch a ball to the rhythm of music.

### **Standard 2**

**Applies movement concepts and principles to the learning and development of motor skills.**

*Students explore movement concepts that allow them to adapt to changes in their environment. As they gain more motor (movement) control, they begin to adapt their movement forms in order to produce a desired effect.*

3.2.1 Describe various balance forms utilizing base of support concepts.

Example: Use two, three and four point balance points to demonstrate most stable bases of support.

3.2.2 Describe motor (movement) skills that involve crossing the mid-line of the body.

Example: Identify batting a ball as being a skill that crosses the mid-line.

3.2.3 Identify the use of various amounts of force to propel (move) objects varying distances.

Example: Kick a ball using light force, medium force, and hard force to see what distance the ball achieves at each force level.

3.2.4 Explain and demonstrate how force can be increased, when performing a striking movement.

Example: Kick a ball with only ankle flexion. Then kick a ball with ankle flexion, knee extension, and hip flexion to produce an increase in force.

**Standard 3**

**Exhibit a physically active lifestyle.**

*Students are actively involved in activities that produce higher levels of fitness. They are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.*

3.3.1 Participate actively in all physical education classes.

Example: Enter game situations or movement practice without prompting.

3.3.2 Report on activities conducted outside of class that provide opportunities to demonstrate a healthy lifestyle.

Example: Record a ballet class in student activity portfolio.

**Standard 4**

**Achieves and maintains a health-enhancing level of physical fitness.**

*Students identify cause and effect in relationship to health-related (healthy lifestyle) fitness. They list the components (parts) of health related fitness and describe activities that will produce a training effect (improvement) on these.*

3.4.1 Participate in self assessment and formal fitness assessments.

Example: Assess self using the Fitnessgram (a fitness test) assessment.

3.4.2 Identify areas of strength and weakness.

Example: Utilize scoring chart to find fitness level based upon age.

3.4.3 Determine personal goals based upon results of fitness assessments.

Example: Recognize the need to do more developmental stretching (stretches that improve range of motion of a joint) activities with the hamstrings (back of thigh) and lower back to improve score on sit and reach (at test for flexibility).

3.4.4 Define the five components (parts) of health-related (healthy lifestyle) fitness.

Example: Describe and define cardiovascular (heart and lung) fitness.

3.4.5 Demonstrate examples of the five components (parts) of health-related (healthy lifestyle) fitness.

Example: Identify and demonstrate an exercise to increase muscular strength (how much) of the upper arms (biceps and triceps).

3.4.6 Participate in activities that enhance health related (healthy lifestyle) fitness on a regular basis.

Example: Stretch lower back and hamstrings (muscles on the back of the thigh) for 60 seconds per day.

## **Standard 5**

**Demonstrate responsible personal and social behavior in physical activity settings.**

*Students begin to lose the “me” attitude and become more accepting of others. They can describe rules and policies although they may need frequent reminders. They are very well aware of right and wrong and safe and unsafe practices.*

3.5.1 Demonstrate good sportsmanship in and out of class activities.

Example: Accept losses in competition without whining or placing blame.

3.5.2 Recognize and avoid unsafe practices and situations.

Example: Adhere to swimming pool rules of conduct.

3.5.3 Respect the rights of others.

Example: Share equipment during physical activity with those who have not had a turn.

## **Standard 6**

**Demonstrate understanding and respect for differences among people in physical activity settings.**

*Third grade students begin to recognize differences that set people apart. They demonstrate a need to understand these differences and an interest to know more about people who are different from themselves.*

3.6.1 Demonstrate a tolerance for individual differences.

Example: Choose to participate in an activity with someone from another country, race, or culture.

3.6.2 Accept and give constructive (helpful) criticism.

Example: Gives verbal assistance to a partner to help them successfully bat a ball.

3.6.3 Encourage classmates who demonstrate difficulty with a skill.

Example: Shout encouragement to a classmate trying to reach their goal in the one mile run.

## **Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students develop a greater attitude towards the importance of health-related fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. They accept challenges in activities that involve new or recently attained skills.*

3.7.1 Demonstrate feelings through a pattern of locomotor (traveling actions) and nonlocomotor (movement in place) movements.

Example: Create a dance that shows sadness and happiness.

3.7.2 Enjoy participation in partner and team physical activities.

Example: Move with a partner over an obstacle course, helping each other as needed.

### 3.7.3 Participate in cooperative problem solving activities.

Example: Participate in a parachute game of trying to toss a beach ball over the heads of those on the opposite side of the parachute.

## Grade 4

### Standard 1

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*Students begin fourth grade with refined motor (movement) skills and will work toward mastery in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Variations of motor skills are combined to form more complex patterns of movement. These combinations are then combined to be specialized skills for specific sports.*

4.1.1 Demonstrate mature movement patterns in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: Catch, throw, kick, and run using mature form.

4.1.2 Demonstrate combinations of motor (movement) skills for specific sports.

Example: Catch, dribble, and pass a basketball to a moving partner.

4.1.3 Demonstrate complex patterns of movement in applied settings.

Example: Design and demonstrate part of a rhythmical movement program.

### Standard 2

**Applies movement concepts and principles to the learning and development of motor skills.**

*Students begin to apply basic concepts of movement to improve their individual performance. They observe, analyze, and critique their own and other student's performance. They demonstrate an understanding of these movement concepts in their movement performance.*

4.2.1 Describe critical elements of correct movement pattern for all fundamental (basic) movement skills.

Example: Describe and demonstrate body positions for each of the parts of an overhand throw.

4.2.2 Apply the concept of practice to improve skills in appropriate settings.

Example: Using chest pass with a basketball, pass ball to a target successfully 10 times.

4.2.3 Analyze the performance of others to provide positive feedback to help improve performance.

Example: Observe a partner performing a drop kick of a soccer ball, and describe to the partner what they did correctly and incorrectly, in order to improve the partner's skill.

4.2.4 Recognize and describe critical elements of more complex movement patterns.

Example: Describe the use of the arms, as well as the legs, in performing the running

long jump for maximum distance.

### **Standard 3**

#### **Exhibit a physically active lifestyle.**

*Students begin to develop an understanding of the benefits of participation in healthrelated (healthy lifestyle) activities. They develop an awareness about the kinds of activities that are health related, and begin to choose more of these activities to participate in during their free time outside of class.*

4.3.1 Describe the physical, emotional and psychological benefits of participation in healthrelated (healthy lifestyle) activities.

Example: List the benefits that result from participation in health-related activities.

4.3.2 Demonstrate regular participation in health-related (healthy lifestyle) activities outside of class.

Example: Participate in youth league soccer three afternoons a week.

4.3.3 Describe those activities that are considered to be lifetime activities..

Example: List activities such as swimming, golf, hiking and jogging.

### **Standard 4**

#### **Achieves and maintains a health-enhancing level of physical fitness.**

*Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze assessment data and develop simple fitness goals. Students can identify many physical activities that influence health related (healthy lifestyle) fitness.*

4.4.1 Participate in self-assessment for physical fitness and meets the standards for that particular test for their appropriate age group.

Example: Take and meet the age appropriate standards for the Fitnessgram (a fitness test) assessment of health-related (healthy lifestyle) fitness.

4.4.2 Participate in an activity program that is designed to improve health-related (healthy lifestyle) fitness.

Example: Participate in one mile run three days per week as part of a warm-up for physical education class activities.

4.4.3 Describe activities that will improve each component (part) of health-related (healthy lifestyle) fitness.

Example: List the activities that can be done that will improve flexibility of the hamstring muscle (muscles on the back of the thigh) group.

### **Standard 5**

#### **Demonstrate responsible personal and social behavior in physical activity settings.**

*Students continue to develop cooperation skills that were begun in first and second grade. They can follow rules and procedures with few reminders. Periods of independent, self-guided activities are progressively increasing in duration.*

4.5.1 Work cooperatively with others to obtain a common goal.

Example: Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.

4.5.2 Follow rules and safe practices in all class activities without being reminded.

Example: Stop activity immediately upon signal from teacher.

## **Standard 6**

**Demonstrate understanding and respect for differences among people in physical activity settings.**

*Students begin to explore the cultural diversity that is within their own environment and explore the diversity of the world. They observe differences between themselves and classmates and start to develop an appreciation for these differences. They recognize the role environment plays in creating cultural differences.*

4.6.1 Explore the role of culture in physical activities of other countries.

Example: Describe the most popular games played in Australia.

4.6.2 Describe the differences and similarities between games of different countries.

Example: Discuss the difference between baseball in the United States and cricket in England.

4.6.3 Recognize the limitations of persons with disabilities and understand the adaptations (changes) they make when participating in physical activity.

Example: While participating blindfolded, students work with partners who lead them through an obstacle course.

## **Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students in the fourth grade can list the physical activities they enjoy, understanding that their enjoyment is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. At this level, they choose to participate in activities that offer them the least chance for failure.*

4.7.1 Participate in physical activities that are enjoyable.

Example: Participate on the school's jump rope demonstration team.

4.7.2 Interact with classmates and friends in physical activities.

Example: Participate in lunch time intramural activities at the school.

4.7.3 Participate in new and challenging physical activities.

Example: Traverse the low elements on a traverse rock climbing wall in physical education class.

## **Grade 5**

### **Standard 1**

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*Students are beginning to achieve maturity with most locomotor (traveling actions), nonlocomotor (movement in place) and manipulative (throw, catch, strike, swing, push,*

*pull) skills. They begin the process of integrating (putting together) these skills into a variety of individual and team sports and activities that have been modified to their developmental level.*

5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance) movements in more complex skills.

Example: Demonstrate mature motor (movement) patterns in increasingly complex environments (e.g. obstacle courses).

5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports) activities.

Example: Engage in simple games requiring manipulative skills.

5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.

Example: Perform rhythmic body movements and communicate ideas and feelings with and without music.

## **Standard 2**

### **Applies movement concepts and principles to the learning and development of motor skills.**

*Students begin to demonstrate an understanding of proper movement forms. They self analyze their own skills and that of their classmates and discuss methods for improving performance.*

5.2.1 Identify ways that movement concepts can be used to refine movement skills.

Example: Understand that practice improves performance.

5.2.2 Describe and demonstrate essential elements of mature movement patterns.

Example: Describe the critical (important) elements of an overhand throw.

## **Standard 3**

### **Exhibit a physically active lifestyle.**

*Students begin to understand the relationship between lifestyle and health. They describe the benefits of leading a healthy lifestyle. Through observation and analysis, they are able to critique others as they begin to develop an awareness of the physical, social, and emotional importance of physical activity. They choose to participate in activities out of school that are healthy and will produce a desired level of fitness.*

5.3.1 Participate in health enhancing physical activity.

Example: Establish physical activity goals.

5.3.2 Recognize the positive emotional effects of participation in leisure time physical activity.

Example: List the possible emotional responses one feels after being physically active in an activity that is enjoyable.

## **Standard 4**

### **Achieves and maintains a health-enhancing level of physical fitness.**

*As their fitness levels improve, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how high levels of fitness are achieved,*

*and identify what their age appropriate physical fitness goals should be. They participate in group and self-assessment activities.*

5.4.1 Achieve a reasonable level in all components of health-related (healthy lifestyle) fitness.

Example: Using a pre-test and post-test, demonstrate how to set personal fitness goals.

5.4.2 Demonstrate age appropriate muscular strength (how much) and muscular endurance (how many times).

Example: Participate in a calisthenics (exercises designed to improve muscle tone) circuit.

5.4.3 Demonstrate age appropriate cardiovascular (heart and lung) endurance.

Example: Participate in the one mile run for time.

5.4.5 Demonstrate age appropriate flexibility.

Example: Participate in developmental stretching (stretches that improve the range of motion of a joint) exercises as a pre-activity warm-up.

5.4.6 Demonstrate age appropriate body composition (the relationship between body fat and lean muscle mass).

Example: Describe how excessive intake of calories or lack of exercise can lead to obesity.

## **Standard 5**

### **Demonstrate responsible personal and social behavior in physical activity settings.**

*Students begin to show competence for working independently and cooperatively, in pairs and small groups as they observe, explore and apply the principles of physical activity in both the gymnasium and in out of school activities. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies. Their ability to solve problems increases with their understanding.*

5.5.1 Exhibit independence and ability to succeed in groups.

Example: Participate in cooperative and challenge activities.

5.5.2. Perform activities safely and follows class rules of conduct.

Example: Describe appropriate conduct including ethical and unethical behavior.

5.5.3 Distinguish between compliance and noncompliance with game rules and fair play.

Example: Demonstrate positive sportsmanship.

## **Standard 6**

### **Demonstrate understanding and respect for differences among people in physical activity settings.**

*Students begin to analyze the differences in individuals and develop an appreciation for these differences. They observe, critique, and assist classmates to improve skill levels where needed. They seek out the company of many different people through physical activity, and begin to apply conflict management skills when needed during these physical activities.*

5.6.1 Demonstrate positive attitude toward self and others through physical activity.

Example: Demonstrate an admiration for high skill levels in others by offering congratulations when appropriate.

5.6.2 Enjoy participation alone and with others.

Example: Demonstrate self-motivated movement.



5.6.3 Choose playmates without regard to personal differences.

Example: Demonstrate acceptance of other's limitations through verbal and nonverbal behavior.

5.6.4 Resolve conflict in socially accepted ways.

Example: Demonstrate positive sportsmanship.

## **Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students begin to better identify those activities they enjoy and those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. They identify those classmates with whom they prefer playing or engaging in physical activity. They participate in more challenging activities without showing intimidation.*

5.7.1 Exhibit positive feelings about participation in physical activity.

Example: Celebrates individual and group accomplishments.

5.7.2 Engage in the challenge of new activities.

Example: Receptive to new games, sports, and rhythm activities.

5.7.3 Engage in and enjoys independent and interactive physical activity.

Example: Incorporate physical skills during leisure time activities.

5.7.4 Use physical activity as a means of self-expression.

Example: Compose a dance that tells a story from a book they read in language arts class.

## **Grade 6**

### **Standard 1**

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*Sixth grade students have mastered the basic fundamental movement skills for locomotion (traveling actions), non-locomotion (movement in place), and manipulative (throw, catch, strike, swing, push, pull) activities. Movement forms become more complex and are combined to be used in more specific game and performance situations. Students participate, primarily, in more modified and unstructured games and use the basic motor movement) skills in these activities while they are developing the more complex skills necessary for sports participation.*

6.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: Dribble a basketball around stationary objects using both right and left hands.

6.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

Example: Develop a 60 second dance program using combinations of locomotor (traveling actions) and non-locomotor (movement in place) skills with changes of direction, pace, and level.

## **Standard 2**

### **Applies movement concepts and principles to the learning and development of motor skills.**

*The student begins to apply concepts of conditioning and practice to improve movement skills and to build greater levels of fitness. Movement skills are now more reactive than planned. Students use internal and external stimuli to guide their movement patterns.*

6.2.1 Identify basic concepts that apply to the movement and sports skills being practiced.

Example: Throw a softball different distances using varied trajectories (angles) and amounts of force.

6.2.2 Explain how practicing movement skills improves performance.

Example: Maintain a log of practice attempts for throwing a softball at a target, comparing differences in successful throws from first attempts to last attempts.

6.2.3 Describe basic strategies for offense and defense in simple lead-up games.

Example: Guard another player who is dribbling a basketball, attempting to prevent a pass or shot.

## **Standard 3**

### **Exhibit a physically active lifestyle.**

*Students develop greater interests in doing out of school activities that can lead to a healthier lifestyle. They explore and identify activities they enjoy and which are within their competency levels. They utilize this information when choosing movement activities.*

6.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

Example: List activities that can increase cardiovascular (heart and lung) endurance.

6.3.2 Participate in activities, outside of school, that are health enhancing and can be continued throughout a lifetime.

Example: Report in portfolio that they played a round of golf with a parent on a Saturday.

6.3.3 Describe the elements of a healthy lifestyle.

Example: List the benefits of leading an active life.

## **Standard 4**

### **Achieves and maintains a health-enhancing level of physical fitness.**

*Students begin to comprehend the relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase healthrelated (healthy lifestyle) fitness levels. They assess their individual levels of healthrelated fitness and use the results to develop their fitness goals.*

6.4.1 Describe and monitor (keeps a record of) intensity of exercise.

Example: Record heart rate after participation in a physical activity. Calculate target heart rate in mathematics class. Evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate

6.4.2 Develop individual goals for each of the health-related (healthy lifestyle) fitness components.

Example: Set a goal to successfully perform 10 pull-ups before Thanksgiving.

6.4.3 Assess individual fitness levels in each of the health-related (healthy lifestyle) fitness

components (parts) in relation to age.

Example: Participate in the Fitnessgram assessment (a fitness test) 4 times per year.

## **Standard 5**

### **Demonstrate responsible personal and social behavior in physical activity settings.**

*Sixth grade students demonstrate cooperative skills in group activities. They identify examples where teamwork is critical to success. They participate in activities without being reminded to follow safety practices and rules. They are capable of establishing rules for safety and class procedures.*

6.5.1 Participate in cooperative activities in both a leadership and a follower role.

Example: Choose partners for a cooperative activity who they feel can work efficiently and successfully together to reach a group goal.

6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.

Example: Refrain from using equipment until instructed to do so by the teacher.

## **Standard 6**

### **Demonstrate understanding and respect for differences among people in physical activity settings.**

*Students analyze and compare the contributions of different cultures in the development of sports activities popular today. They begin to develop a greater tolerance of individuals who are different and willingly display inclusionary behavior in most activities.*

6.6.1 Analyze, describe, and participate in simple forms of dances and games of various cultures from around the world.

Example: Participate in the German polka folk dance.

6.6.2 Display an appreciation of the accomplishments of both greater and less skilled individuals in group or team activities.

Example: Participate in a follow up discussion after a cooperative game, noting the positive contributions of each group member.

## **Standard 7**

### **Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students begin to seek the company of groups, and express enjoyment for participation in physical activities with their friends. They place value on the acquisition of high levels of skills, and respect and admire those who possess these skills. As their self esteem and physical skill levels increase, students seek outlets that provide excitement, challenge, and competition.*

6.7.1 Recognize and participate in physical activities as an opportunity to socialize with friends and family.

Example: Participate in a pick-up (impromptu) game of touch football with neighborhood friends.

6.7.2 Participate in challenging activities and in activities requiring the utilization of newly

acquired skills.

Example: Participate in an English style equestrian (horsemanship) class for beginners.

6.7.3 Identify the social, emotional and physical benefits of participation in physical activities.

Example: Write a theme about how it feels to successfully master a new physical skill.

## **Grade 7**

### **Standard 1**

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*Seventh grade students have mastered the basic movement skills and now begin to put skills into combinations of increasing complexity. They modify skills to adapt to certain sports situations and movements.*

7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.

Example: Receive the snap in football, back peddles or slides back and throw the ball forward, utilizing all the combinations of movement skills needed.

7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.

Example: Perform the schottische step in a folk dance.

### **Standard 2**

**Applies movement concepts and principles to the learning and development of motor skills.**

*Students begin to apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and reactions of projectiles in relationship to basic concepts. Application of more advanced strategies is demonstrated in sports activities.*

7.2.1 Explore basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are effective in sports activities.

Example: Throw a ball for distance using the most appropriate trajectory (angle).

7.2.2 Identify, predict, and recognize the open person concept in team sports activities.

Example: Deliver a bounce pass to open teammate after the teammate executes a pick and roll in basketball.

7.2.3 Describe and demonstrate the difference between person to person and zone defenses in sports activities.

Example: Move into proper position to guard an opponent using a person to person defense in a basketball game.

7.2.4 Describe modifications of movement skills that occur in basic sports activities.

Example: Describe the lateral movement skill needed to field a ground ball that is either to the right or left of the fielder in softball.

### **Standard 3**

**Exhibit a physically active lifestyle.**

*Students demonstrate a good understanding of the relationship between participation in*

*physical activities and wellness. They independently choose out of school activities that are health enhancing.*

7.3.1 Select and participate in activities that will build their repertoire of lifetime activities.

Example: Participate in primarily individual sports activities.

7.3.2 Seek out and participate in new activities not previously tried.

Example: Sign up to go on a school sponsored canoeing/camping trip during spring break.

#### **Standard 4**

##### **Achieves and maintains a health-enhancing level of physical fitness.**

*Students begin to demonstrate a respect for maintaining a healthy fitness level. They are capable of choosing health enhancing activities for participation in their out of school time. They can describe the components of health-related fitness and can apply the concepts related to fitness in most of their activities.*

7.4.1 Utilize self-assessment of physical fitness to identify strengths and weaknesses and uses this information to develop a personalized fitness program.

Example: Develop fitness program that addresses all of the components (parts) of fitness.

7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.

Example: Participate in pre-activity stretching exercise to improve flexibility and to prepare for the activity.

7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.

Example: Use target heart rate to monitor the intensity of aerobic (heart and lung enhancing) activities.

#### **Standard 5**

##### **Demonstrate responsible personal and social behavior in physical activity settings.**

*Students can apply the rules for the school, gymnasium, and game situations without being prompted. They are beginning to become very social and enjoy small group participation. They are easily influenced by peers and feel a need for acceptance. They know right from wrong in most situations.*

7.5.1 Contribute to the development and maintenance of rules that provide for safe participation in physical activities.

Example: Assist teacher with putting safety equipment, i.e. tumbling mats, where needed for physical activities.

7.5.2 Accept responsibilities of being a part of a team and attempt to make contributions toward team success.

Example: Volunteer to play a position that no one else wants to play.

7.5.3 Follow the rules of all games and activities to insure a safe environment for all participants.

Example: Refrain from running on swimming pool decks.

#### **Standard 6**

##### **Demonstrate understanding and respect for differences among people in physical**

## **activity settings.**

*Students in the seventh grade are capable of understanding and showing compassion for individuals who are different. They are receptive to learning about the cultures of different countries and how they relate to the physical activities of the countries.*

7.6.1 Identify sports or activities that are indigenous to several other countries.

Example: Explain the game of cricket in a speech in social studies class.

7.6.2 Modify games to allow the participation of individuals with limited abilities.

Example: Participate in a lead-up (preparation for sports) basketball game that requires each team member to touch the ball before it can be shot at the goal.

7.6.3 Participate in cooperative games that require a contribution from all team members.

Example: Participate in a parachute volleyball activity.

## **Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students participate in most activities as a member of a group. They are beginning to show greater inhibition and need encouragement to be more expressive and less self conscious. They understand that competence in an activity requires practice.*

7.1.1 Demonstrate dance or gymnastic movements that convey a particular feeling.

Example: Create a modern dance that shows a feeling of exuberance.

7.7.2 Participate in challenge and cooperative activities that requires the development of strategies and cooperative teamwork.

Example: Design and participate in a human obstacle course.

7.7.3 Identify and practice a physical activity or movement that is difficult to perform in order to increase skill level.

Example: Swim 20 lengths of the pool utilizing the crawl stroke and concentrating on rhythmical breathing.

## **Grade 8**

### **Standard 1**

**Demonstrate competency in many movement forms and proficiency in a few movement forms.**

*Students demonstrate more mature patterns of basic motor (movement) skills. They apply these basic skills to both unstructured and more highly structured physical activity contexts. They begin to refine these skills and competencies in selected individual and team sports, rhythms, gymnastics, and other activities requiring a higher level of movement competence than has been previously needed.*

8.1.1 Demonstrate the ability to develop, combine, and refine fundamental techniques in games and sports; Demonstrate competence in increasingly complex physical activity contexts.

Example: Participate in several different individual sports such as gymnastics, diving, and golf.

8.1.2 Demonstrate the ability to create rhythmic movement patterns.

Example: Perform movements and routines in activities such as square, folk, modern, ballroom, and aerobic dance.

## **Standard 2**

**Applies movement concepts and principles to the learning and development of motor skills.**

*Students begin to learn and apply concepts that enhance performance. They exhibit a higher level of complexity and breadth in learning movement skills, developing game strategies, and applying discipline-specific knowledge to game situations.*

8.2.1 Learn and apply principles necessary for skilled physical performance.

Example: Draw a racquetball court and diagram expected ball rebound angles for three different situations.

8.2.2 Analyze an athlete's performance of a sports skill and can provide suggestions for improving the performance.

Example: Observe a pole vaulter's unsuccessful attempt at a vault and describe what could be changed to make the vault more successful.

## **Standard 3**

**Exhibit a physically active lifestyle.**

*Students begin to recognize the importance of physical activity and make independent decisions related to being active and maintaining a healthy quality of life. They seek out activities that will enhance their physical well being both in class and out of class activities.*

8.3.1 Choose health enhancing activities for leisure time.

Example: Participate in a tennis match rather than playing video games.

8.3.2 Participate in a variety of activities based upon likes, dislikes, fitness needs, environment and availability of resources.

Example: Participate in interscholastic swimming after school.

## **Standard 4**

**Achieves and maintains a health-enhancing level of physical fitness.**

*Students begin to make their own decisions and develop plans to enhance their own health-related fitness (muscular strength and endurance, flexibility, body composition, and cardiovascular endurance). They participate in moderate to vigorous physical activities that are linked to their physical skills and levels of fitness.*

8.4.1 Participate in a personal health-related (healthy lifestyles) fitness program.

Example: Identify target heart rate and sustain an aerobic activity for twenty minutes while maintaining target heart rate.

8.4.2 Assess own fitness levels and develop a plan for a personal fitness program that will increase all fitness components to a healthy level.

Example: Based on results from the Fitnessgram physical fitness assessment, students develop a six week program of physical activity to be conducted outside of class.

## **Standard 5**

**Demonstrate responsible personal and social behavior in physical activity settings.**

*Students use problem solving skills in choosing to participate in a physical activities. They can describe the consequences of participation in unsafe environments and in the use of unacceptable behavior. They demonstrate an understanding of positive conduct in accordance with rules and policies.*

8.5.1 Develop leadership and “followership” skills.

Example: Volunteer for class leadership opportunities.

8.5.2 Perform safely and follows class rules of conduct and game rules.

Example: Play indoor floor hockey with no stick checking (blocking an opponent with the hockey stick).

8.5.3 Recognize unsafe situations caused by changing environment, lack of skill, or unsafe equipment.

Example: Swim only in areas determined to be safe and guarded by a certified lifeguard.

8.5.4 Choose activities based upon skill level and individual physical needs.

Example: Participate in weight training activities to enhance the muscular strength of those muscles needing improvement.

## **Standard 6**

**Demonstrate understanding and respect for differences among people in physical activity settings.**

*Students characterize differences in people based on skill level, physical status, social background, ethnicity, and gender. They are able to discuss strengths and weaknesses based on these differences, and how they might effect the individuals participation in physical activity. They begin to display empathy and appreciation for those in less fortunate situations and seek out opportunities to help those in need.*

8.6.1 Demonstrate positive attitudes toward self and others through physical activity.

Example: Win without gloating, loses gracefully.

8.6.2 Accept the strengths and weaknesses of those of the opposite gender.

Example: Participate in coed volleyball intramurals.

8.6.3 Join others regardless of personal differences during physical activity.

Example: Seek out, participate with, and show respect for persons of like and different skill levels.

8.6.4 Resolve conflicts and accept decisions or judgements in socially accepted ways.

Example: Accept and respect the decisions of officials.

## **Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students recognize their own likes, dislikes, strengths and skills and use these to choose physical activities for enjoyment. They seek out opportunities to express feelings through movement and play. They begin to see participation in physical activity as a venue for interaction with those they enjoy being near and for developing relationships with those they do not already know.*

8.7.1 Exhibit feelings within the physical activity context.

Example: Describe ways to use the body and movement activities to communicate ideas



and feelings.

8.7.2 Engage in the challenge of new activities.

Example: Research and document opportunities to rock climb in the community and Participate in at least three sessions.

8.7.3 Engage in and enjoy independent and interactive physical activity.

Example: Invite a group of friends to join them on 20 mile cycling trip.

## **Physical Education I and II and Elective Physical Education (Grades 9-12)**

### **Physical Education I & II and Elective Physical Education Standard 1**

**Demonstrates competency in many movement forms and proficiency in a few movement forms.**

*Students in grades 9 and above have reached a high level of competency in movement forms and are ready to attempt mastery in some chosen activities. Through observation, analysis and practice, they develop movement skills to the highest level possible for them at this developmental stage. They participate in a variety of individual, dual and team sports as well as in recreational games, dance, and challenge activities.*

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

Example: Play games such as racquet, field, and court sports that require advanced eye-hand/foot coordination and high levels of strategy.

9.1.2 Exhibit the ability to synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.

Example: Choreograph and perform movement sequences and/or dances.

9.1.3 Develop outdoor and lifelong leisure pursuits.

Example: Participate in several of the following activities: archery, golf, table tennis, horseshoes, self-defense, bowling, swimming, cycling, and fitness activities.

9.1.4 Develop specific skills at an advanced or skilled performance level.

Example: When practicing tennis strokes, execute a drop shot, lob, overhead smash, forehand drive and backhand drive successfully 8 out of 10 times for each stroke.

### **Standard 2**

**Applies movement concepts and principles to the learning and development of motor skills.**

*Students strive for increasing their skill level in motor (movement) skills by applying learned principles and concepts associated with movement and through analysis of their own skills. They bring together many disciplines such as physics and anatomy to gain a better understanding of how and why they move as they do. They predict performance outcomes based on movement principles and plan their goals accordingly.*

9.2.1 Synthesize previously learned strategies into advanced game strategies.

Example: Play team sports such as volleyball, basketball, soccer, softball, ultimate Frisbee, team handball, etc.

9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

Example: Analyze the effects of force, motion, and stability (balance) on successful physical performance.

### **Standard 3**

#### **Exhibit a physically active lifestyle.**

*Students participate in a variety of physical activities that can be continued for a lifetime. These activities are representative of the goals and objectives previously designed into the student's individual fitness program and are complimentary to the students strengths, and activity preferences.*

9.3.1 Identify available community resources that promote an active lifestyle.

Example: Develop strategies to deal with participation that occur over the life span.

9.3.2 Identify physical activities that contribute to the improvement of specific fitness components (i.e. cardiovascular, strength, body composition, flexibility).

Example: List jogging, swimming, skipping rope, martial arts and aerobic dance as physical activities that enhance cardiovascular fitness..

9.3.3 Participate regularly in physical activities (minimum of 30 minutes a day, 3 to 4 times per week) that contribute to improved physical fitness and wellness.

Example: Jog/run 3 miles every other day at an appropriate target heart rate.

### **Standard 4**

#### **Achieves and maintains a health-enhancing level of physical fitness.**

*Students utilize learned principles and practices to assess their own fitness levels using a variety of assessment tools. They analyze the results of these assessments and design a fitness program that meets their needs and interests and builds upon previously acquired fitness skills.*

9.4.1 Create a personal program to achieve and maintain an optimal level of personal fitness.

Example: Plan and implement a personal health-related (healthy lifestyles) fitness program based upon the results of a pretest, frequent self assessment, indicators of success and personal goals.

9.4.2 Identify and evaluate personal physiological response to exercise.

Example: Monitor body responses before, during, and after exercise by checking such factors as heart rate, perceived exertion, and recovery time.

9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.

Example: Explain principles of exercise and effects of vigorous physical activities on the functions of the body.

### **Standard 5**

#### **Demonstrate responsible personal and social behavior in physical activity settings.**

*Students analyze environments and situations for safety and apply this analysis to their physical activities to ensure maximum positive results with minimum safety hazards. They anticipate potential conflicts and strive to prevent them from happening or quickly resolve conflicts that do occur in socially accepted ways.*

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Example: Anticipate potentially dangerous situations related to physical activity.

9.5.2 Understand benefits of physical education on social and emotional well-being.  
Example: Participate in physical activities to relax, relieve stress, and share healthy movement activities with friends.

9.5.3 Understand the inherent risks associated with physical activity in extreme environments.

Example: Describe safety techniques to use to avoid dehydration, over-exertion, heat exhaustion and hypothermia during physical activity in extreme environments.

## **Standard 6**

**Demonstrate understanding and respect for differences among people in physical activity settings.**

*Students recognize the influence of sport on society. They analyze the effects of cultural differences on the various types of sports activities seen in different parts of the world. They explore the history and purposes of international competitions. They compare games and physical activities in different countries and describe how multi-culturalism influences these games. Students begin to develop their own feelings about inclusion of people with physical, cultural and emotional differences in the physical activities in which they participate.*

9.6.1 Identify how age, gender, ethnicity, culture, and economic status affects physical activity selection, participation, and personal abilities.

Example: Compare similarities and differences in cross-cultural games such as cricket and baseball, netball and basketball, and football and rugby.

9.6.2 Develop strategies for inclusion of others in physical activity.

Example: Discuss how activities and games can be modified to meet the needs of everyone.

## **Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students enjoy expressing their feelings through play and other physical activities. Student members of competitive teams or activity groups experience positive feelings associated with individual and group successes and learn how to control feelings of disappointment in losing situations. Students seek out challenging activities without fear. They recognize and discuss the value of participation in physical activities and the social interaction it provides.*

9.7.1 Identify positive aspects of participation in several different physical activities.

Example: Convince a parent to try a new life-time activity as a means of relaxing.

9.7.2 Demonstrate comfort in personal expression.

Example: Participate in a challenging tennis match as a means of expressing and releasing pent up emotions and energy.

9.7.3 Identify the positive feelings that result from physical activity and participation alone and with others.

Example: Use physical activity to relax after taking an important geometry exam.

# Performance Objectives

## Cognitive

- \* ***Physical Education Standard #2*** – Applies movement concepts and principles to the learning and development of motor skills.
  - Students will learn various bases ways to stand without falling with 100% accuracy.
  - Students will learn to cross the body accurately while batting with 70% accuracy.
  - Students will learn the various pressures used to kick the ball which is shown by how far the ball travels with 60% accuracy.

## Affective

- \* ***Physical Education Standard #5*** – Demonstrates responsible personal and social behavior in physical activity settings.
  - Students will conduct themselves with good sportsmanship in all activities during class with 100% accuracy.
  - Students will congratulate the winning team in sporting activities with 100% accuracy.
  - When working in the swimming pool, students will recognize dangerous environments and adhere to all pool rules.
- \* ***Physical Education Standard #6*** – Demonstrates understanding and respect for differences among people in physical activity settings.
  - When doing something incorrectly, students will be able to take criticism from the teacher on how to do it correctly with 75% accuracy.
  - Students will support other students in the class who might be struggling with a particular activity with 100% accuracy.
  - Students will be welcoming to all students in the class, welcoming them to their teams with 90% accuracy.
- \* ***Physical Education Standard #7*** – Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
  - Student will be able to incorporate both locomotor and nonlocomotor movements in a dance with 85% accuracy.
  - Students will work together to solve a problem with 90% accuracy.
  - Students will be able to work in groups to do physically active with 100% accuracy.

## **Psychomotor**

- \* ***Physical Education Standard #1*** – Demonstrates competency in many movement forms and proficiency in a few movement forms.
  - Students will demonstrate movement skills with many variations with 75% accuracy.
  - Students will learn to throw a ball using various styles (underarm, sidearm, etc) with 80% accuracy.
  - Students will select the appropriate size bat to hit a ball with 100% accuracy.
  
- \* ***Physical Education Standard #3*** – Exhibits a physically active lifestyle.
  - Students will keep activity journals to show their activities outside of class with 100% accuracy.
  - Students will be actively involved through participation in their physical education class with 90% accuracy.
  - Students will be physically active outside of class with 90% accuracy.
  
- \* ***Physical Education Standard #4*** – Achieves and maintains a health-enhancing level of physical fitness.
  - Students participate in self assessments to test athletic abilities during physical education class with 75% accuracy (and participation).
  - Based on the students abilities that they have identified students will suggest possible activities to have during class with 90% accuracy.
  - Based on their abilities students will set goals to work towards in Physical Education class during the year with 90% achievement.

# Fundamental Skill Analysis

## Locomotor and Manipulative

Based on:

\*\*\*Pangrazi, Robert. Dynamic Physical Education: For  
Elementary School Children. 15th ed. San Francisco, CA: Pearson  
Education, Inc., 2007.\*\*\*

# Locomotor Skills

Locomotor Skills:

- 1.) Walk
- 2.) Run
- 3.) Leap
- 4.) Jump
- 5.) Hop
- 6.) Gallop
- 7.) Slide
- 8.) Skip

## 1.) Walk

### **Definition:**

Each foot moves alternately with one foot always in contact with the ground or floor. The weight of the body is transferred from one foot to the other, from the heel to the ball to the toes and to the push off.

### **Instructional Cues:**

- \* Head up, eyes forward.
- \* Point toes straight ahead.
- \* Nice, easy, relaxed arm swing.
- \* Walk quietly.
- \* Hold tummy in, chest up.
- \* Push off from the floor with the toes.

## 2.) Run

### **Definition:**

Is moving rapidly so that for a brief moment, both feet are off the ground. This varies in speed. Knees are flexed and lifted while the arms swing back and forth from the shoulders with a bend at the elbows.

### **Instructional Cues:**

- \* Run on the balls of the feet when sprinting.
- \* Head up, eyes forward.
- \* Bend your knees.
- \* Relax your upper body.
- \* Breathe naturally.
- \* Swing the arms forward and backward, not sideways.

## 3.) Leap

### **Definition:**

A leap is elongated step designed to cover distance or move over low obstacles, connected with running.

**Instructional Cues:**

- \* Push off and reach.
- \* Up and over, land lightly.
- \* Use your arms to help you gain height.

**4.) Jump**

**Definition:**

Jumping requires taking off with both feet and landing on both feet, while the arms move forward to help lift the weight.

**Instructional Cues:**

- \* Swing your arms forward as fast as possible.
- \* Bend your knees.
- \* On your toes.
- \* Land lightly with bent knees.
- \* Jump up and try to touch the ceiling.

**5.) Hop**

**Definition:**

Propelling the body up and down on the same foot.

**Instructional Cues:**

- \* Hop with good forward motion.
- \* Stay on your toes.
- \* Use your arms for balance.
- \* Reach for the sky when you hop.
- \* Land lightly.

**6.) Gallop**

**Definition:**

One foot leads and the other is brought rapidly forward to it.

**Instructional Cues:**

- \* Keep one foot in front of the other.
- \* Now lead with the other foot.
- \* Make high gallops

**7.) Slide**

**Definition:**

Sliding is similar to galloping however in sliding you move to the side. One foot steps to the side and the other foot follows quickly. The same foot will always lead.

**Instructional Cues:**



- \* Move sideways.
- \* Do not bounce.
- \* Slide your feet.

## 8.) Skip

### **Definition:**

A series of step-hops done with alternate feet.

### **Instructional Cues:**

- \* Step-hop.
- \* Swing your arms.
- \* Skip smoothly.
- \* On your toes.

# Manipulative Skills

Manipulative Skills:

- 1.) Underhand Roll
- 2.) Throw
- 3.) Catch
- 4.) Kick
- 5.) Strike
- 6.) Bounce

## 2.) Throw

### **Definition:**

Throwing is to thrust into space and is accelerated using movements of the arm and the total coordination of the body to generate force.

### **Stress Points:**

- \* Stand with the nonthrowing side of the body facing the target. The throwing arm side of the body should be away from the target.
- \* Step toward the target with the foot opposite the throwing hand.
- \* Rotate the hips as the throwing arm moves forward.
- \* Bend the arm at the elbow. The elbow should lead the forward movement of the arm.
- \* Body weight remains on the rear foot (away from the target) during early phases of the throw. Just prior to the forward motion of the arm, the weight is shifted from the rear foot to the forward foot (nearer to the target).

### **3.) Catch**

#### **Definition:**

Using your hands to stop and control a moving object.

#### **Stress Points:**

- \* Maintain visual contact with the projectile.
- \* Reach for the projectile and absorb its force by bringing the hands into the body. This “giving” makes catching easier by reducing the chance for the object to rebound out of the hands.
- \* Place the feet in a stride position rather than a straddle position. A fast-moving object will cause a loss of balance if feet are in the straddle position.
- \* Place the body in line with the object rather than reaching to the side of the body to make the catch.

### **4.) Kick**

#### **Definition:**

Kicking is a striking action executed by the feet.

#### **Stress Points:**

- \* Youngsters need to step forward with the nonkicking leg. Stand behind and slightly to the side of the ball. Eyes should be kept on the ball (head down) throughout the kick.
- \* Practicing kicking with both feet.
- \* Use objects that will not hurt youngsters. For example, regulation soccer balls hurt young children’s feet because they are heavy and hard-covered. Foam balls and beach balls are excellent projectiles that can be used for kicking practice.
- \* Encourage kickers to move their leg backwards in preparation for the kick. Beginners often fail to move the leg backward, making it difficult for them to generate kicking force.
- \* Arms should move in opposition to the legs during the kick.
- \* After speed and velocity of the kick have been developed, focus on altering the force of the kick. Many youngsters learn to kick only with velocity; activities like soccer demand both soft “touch” kicks and kicks of maximum velocity.

### **5.) Strike**

#### **Definition:**

Striking occurs when an object is hit with an implement.

#### **Stress Points:**

- \* Track the ball as soon as possible and keep tracking until it is hit. Even though it is impossible to see the racket hit the ball, it is

excellent teaching hint and encourages tracking the object as long as possible.

- \* Grip the bat with the hands together. If batting right handed, the left hand should be on the bottom (near the small end of the bat).
- \* Keep the elbows away from the body. Emphasis should be placed on making a large swing with the elbows extended as the ball is hit.
- \* Swing the bat in a horizontal (parallel to the ground) plane. Beginners have a tendency to strike downward in a chopping motion.

# Lesson Plan 1 (movements)

<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=7872>

**Name of Activity:** Remote Control Movement

**Suggested Grade Level:** K - 2

**Materials Needed:** Enough cones to clearly mark off general space, a super large remote control (maybe on a poster on the wall) may add interest for the students.

## Description of Idea

Tell your students that you have a remote control that's going to control their movements just like a DVD player. Explain to them they must move safely through general space and follow your commands.

Review the following commands:

- When you press "Play" the students walk throughout the space.
- When you press "Fast Forward" they jog.
- When you press "Slow Motion" they demonstrate a slow motion movement for run.
- When you press "Pause" they freeze. Remember there is no sound during 'Pause.'
- When you press "Rewind" the students move backwards. Be sure to look over your shoulder!

### **Variations:**

Try other locomotor skills such as galloping, leaping, jumping, skipping.

This is also a good listening activity. Tell students you are going to trick them if they aren't listening. When saying your commands, start a specific sequence. Then abruptly change your sequence to see if your students are really listening.

### **Teaching Suggestions:**

Key word to emphasize is 'Self-Control'. For instance, control yourself to use good running form at different speeds.

When saying your commands, start a specific sequence. Then change your sequence to see if your students are really listening. 'Use good listening skills so you don't get fooled!'

# Lesson Plan 2 (movements)

**Name of Activity:** Cars Tag

<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=7324>

**Suggested Grade Level:** 3 - 5

**Materials Needed:** 4 blue pinnies or wristbands, 2 red fleece balls, 4 cones for the impound area. Soundtrack from the Disney movie "Cars" optional.

## Description of Idea

Ask the students if they have seen the Disney movie "Cars." Tell them to pretend that they are cars in Radiator Springs on Route 66.

Select 4 Cars or taggers who wear a blue pinnie, vest, or wrist band (Sally, who is the blue Porsche; Flo, who is the owner of the gas station; Doc the Hudson Hornet; and the Sheriff).

Select 2 Tow Maters who each carry a red fleece ball. Everybody else is Lightning McQueen, who is the red race car.

When tagged by a Car, go directly to the Radiator Springs Impound, which is a coned off area. Explain what an impound is. They must stay in the Impound

Area (jogging in place to keep motor running) until Mater comes and tags them out of the impound with the red fleece ball.

Once Mater frees the impounded Lightning McQueens he/she must drive (jog) a lap around the track (play area, court) saying "Freedom" as they are jogging. After a lap they can return to the game.

Tow Maters can be tagged. Change taggers after 2-3 minutes or if all the Maters get tagged.

# Physical Education and Subject Area Lesson Ideas

Art

Geography / Social Studies

Health

History

Language Arts

Mathematics

Music

Science

# Art Lesson 1

## Artist Scavenger Hunt

<http://teachers.net/lessons/posts/370.html>

### Art, level: Elementary

Posted Fri Jun 11 08:54:36 PDT 1999 by Karen Lippe ().

Kingsley Elementary , Waterloo-Blackhawk

Materials Required: access to Internet

Activity Time: 50 minutes

Concepts Taught: art history and art appreciation

### ARTIST SCAVENGER HUNT

Purpose: To be able to recognize the art of Pablo Picasso, Piet Mondrian, and Grant Wood.

To know about the life and styles of art of Pablo Picasso, Piet Mondrian, and Grant Wood.

To be able to use the computer to gather information on the artists.

#### Student Directions:

1. Students will work in groups of three.
2. One student will be the Driver(run the computer), one student will be the Recorder(write the answers),one student will be the Timekeeper(Keep the group on focus).
3. You will have 40 minutes to complete the Artist Scavenger Hunt and answer all the questions.
4. Have fun learning more about the artists as you explore the net!!!!

Culminating Activity: Students will identify the artists' work from a group of art prints based on their knowledge from the Artist Scavenger Hunt. They will verbally defend their choices by the facts learned from their computer research.

### ARTIST SCAVENGER HUNT

#### Pablo Picasso

- v How old was Picasso when he died?
- v How many works did Picasso paint in his lifetime?
- v Name three styles or periods that dominated Picasso's work.

v What is the name of the mural Picasso painted which is regarded as the single most important work of the 20th century?

Source: <http://www.ocaiw.com/picasso.htm>

Piet Mondrian

v When did Mondrian live?

v What two types of line did Mondrian use in his paintings?

v What colors did Mondrian use in his paintings?

v Name a title of one of Mondrian's paintings

Source: <http://titian.glo.be/~gd 30144/mondrian.html>

Grant Wood

v Where was the artist Grant Wood born? When?

v When and where did Grant Wood begin his art training?

v What is Grant Wood's most famous painting?

Source: <http://www.rcww.com/anamosa/wood.htm>

ARTIST SCAVENGER HUNT

FIND THE PRINT111

What conclusions about the author can you make from what you learned in your scavenger hunt?

SUBJECT

COLORS

STYLE

The name of the artist:

# Art Lesson 2

People in Motion

<http://www.princetonol.com/groups/iad/lessons/elem/Kathy-Schapiro.htm>

**Submitted by: Kathy Barger, Welch Elementary, Cincinnati, OH**

**UNIT: Mixed Media - Collage - Portrait - Figure Drawing**

**Lesson Theme/Topic: MIRIAM SCHAPIRO ACTION FIGURES COLLAGE**

**Grade level: 5th grade (adaptable grades 3 thru 8)**





### **ART GOALS & OBJECTIVES:**

The learner will:

4.2.1 Explore and expand the range of possibilities that materials and procedures have and apply to the making of art forms.

5.2.1 Explore a technique by practicing it, researching it, and basing its artistic merit in the work of an artist.

5.3.2 Speculate about and research the common characteristics found in a specific artist's body of work.

- Adapt a technique, process or art form from another cultural group to produce art work

which is relevant to the individual or to her cultural group.

### **SPECIAL OBJECTIVES:**

Have the students practice various motions that they enjoy. Also have them work on that motion in a mirror. Have them try various movements and then decide the one that they like best.

The student will:

- complete a mixed media composition using the human figure with correct proportions
- become familiar with marbleizing as a craft
- create a figure that has been inspired by one their favorite activities (real or imagined).
- use cut paper to create their figure in an abstract and stylized manner
- become familiar with Miriam Shapiro
- will understand the meaning of collage
- will force their figure to become the focal point through the manipulation of color, pattern and size
- Students will know the difference between realistic, and abstract art

### **MATERIALS:**

- 8"x11" white bond or watercolor
- Marblethix
- acrylic paints
- large deep trays for fluid
- pencils
- sequins
- variety of specialty papers

- wallpaper - glitter - scissors Optional: Watercolors/brushes/toothbrushes
  - handouts on figure drawing -colored construction paper - glue
  - practice drawing paper 8"x11" -gold and silver pens - Optional :glitter/confetti
  - Sport drawing-action figures packets for each table -ass't sticker gummed shapes
- Alternate Marbling : [Shaving Cream \(see lesson\)](#) - or oil pastels or soft pastels

### INSTRUCTIONAL AIDS:

- "Rondo" prints by Shapiro
- [Miriam Schapiro Biography](#)
- [Miriam Schapiro](#) [More links](#)
- Steps for project
- Art and Man magazine on Shapiro (May 1993)
- Also see [Henri Matisse](#) [Romare Bearden](#)

### VOCABULARY:

- |               |                       |
|---------------|-----------------------|
| -proportion   | -Miriam Schapiro      |
| -collage      | -complementary colors |
| -mixed media  | -focal point          |
| -contemporary | -subject matter       |
| -contrast     | -realistic/-abstract  |

### PROCEDURES

1. Students create a background with Marblethix (or other marbling technique) OR try spatter paint with tooth brush, wet in wet watercolor. Optional: Create a border paper using a different technique (on larger construction paper) - or find patterned wall paper that coordinates to "frame" finished work.
2. Practice figure on 8 x 11 drawing paper. Use as guideline for finished figure.
3. Plan figure from assorted papers - mix solids with patterns.
4. Glue figure in place
5. Embellish negative space with glitter accents if desired
6. Optional - Mount onto larger paper with patterned border.

### ASSESSMENT:

1. Rubric on figure proportion - use of design principles/elements - variety of collage materials used - creativity - craftsmanship

# Art Lesson 3

## Painting

<http://pazz.tripod.com/painting.htm>

Painting is a creative game for children grades K-2 or 3. The teacher tells the students to rub their elbow in the pretend paint on the floor and she picks red to be the color. Then she picks an action like polka dots high in the air. Then she will pick a student to pick another body part. He might say something like his right pinkie. The teacher then pick out another student to choose the color, and another student to choose the action. He might say low lines. So every student would draw imaginary purple lines low near the floor. So on so forth. This a good lesson for the classroom, or for a cool down after a very active game.

# Geography Lesson 1

From: <http://www.eduref.org/Virtual/Lessons/Interdisciplinary/INT0011.html>

## Creative Writing From the Rainforest

An Educator's Reference Desk Lesson Plan

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**Submitted by:** Petra Nelson

**Endorsed by:** Don Descy, Mankato State University

**Date:** May 21, 1997

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**Grade Level(s):** 3, 4

**Subject(s):**

- Interdisciplinary
- Science/Ecology
- Social Studies/Geography

**Description:**

Learning about the rainforest is something that is very important to our future. The rainforests are home to about half of the plants and animals in our world. Knowing the facts about what is happening to the rainforest can help prevent further destruction to this wonderful place.

**Goal:**

Students will gain knowledge of the rainforests around the world.

**Objectives:**

1. Students will research five interesting things about a rainforest and its location.
2. Students will design a post card with a picture from the rainforest located in the country they researched.
3. Students will write their post card to a friend telling them the interesting things they have learned about the rainforest and its location.

**Background Information:**

Set the stage by having your classroom decorated like a rainforest. Tell the students that they are going on an adventure of a lifetime. They will be traveling to a country where a rainforest is located. The only job they have is to pick the location of where they will be traveling and find many interesting things about the rainforest in that country. Farewell and don't forget to send a post card! Also after discussing a particular country, etc. Have the students back their suitcases and they have to keep their suitcase for the length of the flight.

**Materials:**

1. Markers
2. Construction paper
3. Pencils

**Procedure:**

1. Discuss with students the names of the countries where our rainforests are located.
2. Have students choose a country where a rainforest is located to research.
3. Have the students research the rainforest and the country which they chose. Tell students they must find at least five interesting things about the rainforest and country.
4. Have the students design the front of a post card from the country they have researched using a piece of construction paper and markers.
5. Once the design is finished, have students write their post cards to a friend telling them about the interesting facts they have learned about the rainforest and the country where it is located.
6. Have students send their post cards to their friends.

**Assessment:**

Have the students read aloud and show their post cards before they send them to their friends.

Allow peers to ask questions about the different rainforests.

# Geography Lesson 2

## *Around the World in Thirty Minutes*

**Matt Buchanan**

### **Purpose:**

This lesson was written to support a second-grade unit on the countries and continents of the world. I think it could be easily adapted to the study of the provinces or states of a country. I am also including a variation-appropriate for older kids-that addresses history over time. The lesson uses pantomime skills, research skills, and information sharing, as well as knowledge of the subject matter.

This is a basic teacher-in-role exercise. I have written this plan in the form of a narrative-a description of the class-rather than giving you step-by-step instructions, because it makes better sense. Every teacher has her or his own style-you can use whatever of mine works for you. (A note about pronouns: since I teach in a boys' school, all of my students are male, but obviously the lesson would work just as well in a coed or all-girl group.)

### **Preparation:**

I told my students the name of the lesson-"Around the World in Thirty Minutes." I explained that we would shortly be enacting a whirlwind tour of the world. I asked each student to choose his favorite country or continent in the world. I told them that they would be pretending to be someone or something in that country. I, and a friend, would be making the tour of the world, and in each country we visited, the students in that country would pretend to be animals, people, or things that a visitor in that country would be likely to see.

Many of the boys chose countries about which they knew little. Some chose countries from which their ancestors emigrated. Some chose places that just sounded exciting. But the long and short of it was that most of them didn't know what a tourist would be likely to find in the country of their choice. That was exactly what I had hoped would happen. We had a class discussion about the problem. Each boy in turn told the group what country or continent he had chosen, and I asked if anyone knew what kinds of things might be found there.

In many cases, the boy's classmates had great suggestions. But some of the boys had chosen countries nobody knew much about. So I brought out some reference books. (I have an excellent children's atlas, which includes maps with pictures of animals, landmarks, industries, etc that the boys loved looking at.) The group researched the countries enthusiastically, and after about ten or fifteen minutes, every boy had decided what or who he was going to pretend to be.

### ***The Trip***

I arranged the boys around the classroom. Some countries were represented by more than one boy, but that was fine. Each country or continent had its own place in the room. I explained that it would be impossible to travel to all the countries in thirty minutes, if it were not for my Supersonic Transport. (I used a wheeled swivel chair.) I brought out a Muppet-style puppet which I use in other lessons, and which the boys love. I explained that "Oliver" and I would be making the trip together. (Obviously one could do this lesson without the puppet.)

I sat in my chair and wheeled myself and Oliver to the first country. The puppet and I Ooohed and Aaahed at the sights we saw there. Usually I was able to correctly guess what the boys were pretending to be, but when I wasn't, they were not offended, and were quick to give me hints until I did. After I had finished in the first country, I asked the boys which other country was the closest. They had to think about this one, but we always came to a decision. In this way they learned and used their knowledge of geography. Sometimes I had to help-as when I pointed out that it was quicker to go over the Arctic to get from Canada to Siberia-but that was more learning. Once we decided which country was closest, I moved on to that country and continued in this way until I had visited every boy. Then I "came home."

### **Discussion:**

After the trip was over, we sat in a circle, and I asked each boy to mention one thing he learned that he hadn't known before. Every one was able to come up with something.

This lesson worked extremely well. The boys frequently ask me if we can do it again. I think that it could work with students much older-with a corresponding increase in the sophistication of the information we learned about the countries,

and possibly also the level of interaction between the traveler and the natives of each country.

### ***Time-Travel Variation***

I haven't tried this-mostly because my students are not ready-but I think it would work. Instead of travelling from country to country, we would travel from time period to time period. The people in each period could interact with the travelers-who could be students, rather than the instructor-as much or as little as time and the sophistication of the students allowed. (After I try this, I'll let you know how it worked.)

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Theatre Arts Teacher  
The Haverford School  
Haverford, Pennsylvania  
USA

### **MY NOTES:**

I think that this could be adapted to have each student represent a country. And to be more physically active, have them learn a dance about this country. And in two sections so that all students get to experience one another's countries.



# Health Lesson 1

“Germs Everywhere”

From: <http://www.teachnet.com/lesson/health/germs041999.html>

Often, it is not enough to simply explain to students that germs are everywhere. Because germs are so tiny and can't be seen, children will quickly dismiss that they exist at all. To reinforce just how prevalent germs really are, try out one of the exercises below with your students. Beware though - this will also enforce in your own mind the existence of germs in your classroom - Teachnet.Com can not be held responsible for the disappearance of bottles of Purell from your local grocer's shelves!

## **Glittering Germs**

For a quick lesson with instant results, cover a pencil with glue, then sprinkle glitter all over the glue. Pass the pencil around the room (yes, this one's a little messy!) and watch the glittering "germs" spread from one student to the next. If you wipe the pencil off with a paper towel, some of the germs will still remain. This is why it is important to actually WASH the pencil (and everyone's hands) with soap and water to effectively remove the germs. You can expect at least one of your students to touch something else once they have glitter on their hands. Glitter on a desk, on their face, or in their hair is an even better example of how easy it is to spread germs.

Also, as an alternative to glitter, one [T2T](#) contributor writes: "You can simulate germs on the hands very nicely by spraying Pam on their hands then sprinkling with paprika. Have them wash them off in cold water, versus hot water and soap." -**Alice**

## **Making "invisible" germs appear!**

You will first need to obtain a blacklight for this demonstration. Close up the blinds in your classroom and cover windows that might let in light from a hallway. (This will keep sunlight out when you turn off the lights later and turn on the blacklight.) Using regular chalk or colored fluorescent chalk, grate the chalk into a powder using a cheese grater. If you have a little extra cash for this project, visit your local hobby or party store for glow-in-the-dark powder. Test your "germs" to make sure they "glow" when you turn the blacklight on. Have students put the chalk on their hands, then go about their regular activities. This will give the chalk a chance to spread around the room. Another alternative would be for you to scatter chalk around the room before the students come in. Put it on desks, books, etc. Then they will spread the chalk dust without realizing it is part of the lesson. When you turn the lights out and the black light on, you will be able to see just how much these "germs" have spread!

This is a great lesson especially when you have recently overcome a wave of colds or the flu. It helps reinforce the importance of washing hands frequently, especially after blowing your nose or coughing. When you have younger children that like to chew on pencils or put their fingers in their mouths, this may also make them think twice - they never know what kind of germs they may be eating!

# Health Lesson 2

## Food Pyramid Power

<http://illuminations.nctm.org/LessonDetail.aspx?ID=U48>

In this unit, students use algebraic thinking to explore properties of addition. The food pyramid is the starting point for these explorations. Students' ability to classify forms the basis of algebraic thinking. In this unit, students explore sorting and patterning and apply these logical processes to the operation of addition in the set model. They also construct sets of a given number and find missing addends.

### Individual Lessons

#### [Lesson 1 - Sorting Foods](#)

Students sort foods using the categories of the Food Pyramid. They also create sets up to 10 and write numerals up to 10. Finally, students use an Internet-based tool to apply their knowledge of the Food Pyramid. This lesson makes a natural connection to the science of nutrition.

#### [Lesson 2 - Eating Patterns](#)

Students sort pictures of food and create patterns. They also analyze a partner's patterns and extend those patterns.

#### [Lesson 3 - Pyramid Power](#)

In this lesson, students make sets of a given number, explore relationships between numbers, and write numbers that name how many elements are in a group. They make and record sets of one more and one less than a given number.

#### [Lesson 4 - Combining Foods](#)

In this lesson, students explore addition and comparison subtraction by modeling and recording related addition and subtraction facts for a given number. Comparison subtraction is the focus of this lesson because later in the unit, the students will explore the idea of "how many more?" to complete a set. The students also investigate the commutative property and model fact families, including those in which one addend is zero and those in which the addends are alike.

### Lesson 5 - Try for Five

In this lesson, students explore the many ways to decompose numbers, and they build on their knowledge of addition and subtraction to find missing addends.

My Notes: In all of these cases have the students up and moving or even include relays and scooters to show the importance of exercise by modeling it.

# Health Lesson 3

Veggie Tag

<http://pazz.tripod.com/veggietag.htm>

#### EQUIPMENT:

3-4 stuffed vegetables (look in local department stores).

3-4 old softee balls. (Junk food).

Choose 3-4 students to be vegetables and 3-4 students to be junk food. On the signal students run from junk food. If you are tagged by junk food then you are out of energy and sit on the ground with your hand up waiting for a vegetable to tag your hand getting you back in the game. Choose new vegetables and junk food every 3-4 minutes. You can modify the game adding fruit and chicken (protein).

Have fun,

Tami WHJC.com@aol

# History Lesson 1

## Boston Tea Party: Tea Party Reenactment

### Lesson Overview:

In this lesson, students research, analyze and reenact the Boston Tea Party.

### Length of Lesson:

Three 45-minute periods

### Notes:

This lesson is particularly suitable for grade 4.

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### Instructional Objectives:

Students will:

- describe the feelings of the colonists after the passage of the Stamp Act and the Townshend Acts.
- identify two events leading to the Boston Tea Party.
- perform a reenactment of the Boston Tea Party.
- state the purpose of the Boston Tea Party.

### Supplies:

Buckram masks made in the previous lesson, [Making a Mask](#).

### Instructional Plan:

#### *Warm Up*

Discuss the major events that led to the colonists' disagreements with the British (i.e., the British taxed the colonists in order to pay their war debts, the Stamp Act, the Townshend Acts, a feeling of "no taxation without representation" by the colonists).

#### *Introductory Activity*

Have students review the events surrounding the Boston Tea Party by visiting and discussing [Liberty! Chronicle of the Revolution](#) from PBS. Review the [Vocabulary](#). Have students list two major events leading to the Boston Tea Party. Ask students to describe how the colonists must have felt during this time period.

#### *Developmental Activity*

Explain that the class will perform a reenactment of the Boston Tea Party. Distribute the [Fact Sheet](#) and read through it carefully with the class. Discuss costumes and possible scenery. Distribute the [Boston Tea Party Reenactment Script](#).

### ***Guided Practice***

Allow students to rehearse the parts and others work in groups to prepare costumes, scenery, and sound effects. (Remember to use the buckram masks created in the previous lesson, [Making a Mask](#).) Allow students a day or two to rehearse and complete costumes and scenery. Set a performance date. Invite parents and other classes to view the performance.

### ***Independent Practice***

The students will perform a dress rehearsal and a final performance with an audience.

### **Assessment:**

Have students write a paragraph stating the purpose of the Boston Tea Party. Teacher may also use a [Assessment Rubric](#) provided.

### **Extensions:**

Students can research online or in books to find the effects of the Boston Tea Party on the British Parliament.

### **Sources:**

Print:

Conner, Mac et al. *Many Americans, One Nation*. DeSoto, TX: Bowmar/Noble Publishers, 1979.  
LaFarge, Oliver. *A Pictorial History of the American Indian*. New York: Crown Publishers, 1956.  
Ross, Laura. *Mask-Making with Pantomime and Stories From American History*. New York: Lothrop, Lee and Shepard Company, 1975.  
National Geographic Society. *The World of the American Indian*. Washington, DC: National Geographic Society, 1974.

### **Authors:**

Mary Ann Fox, Teacher  
Thomas Pullen Arts Magnet School  
Landover, MD

# History Lesson 2

A Thanksgiving Celebration.

Have your students help to research about the Mayflower and other events that led up to the first Thanksgiving in America.

Here is some that I found:



Size 90 – 110 feet by 25 feet

102 Passengers – a list included later

Give every student a name (you will need to recruit other classmates for this project)

Measure out a space that is the size of the ship. Then have all of the people put on the boat.

## PILGRIMS

- [Allerton, Isaac](#)
  - **Mary (Norris) Allerton**, wife ([Newbury, Berkshire](#))<sup>[1]</sup>
  - **Bartholomew Allerton**, son ([Leiden, Netherlands](#))
  - **Remember Allerton**, daughter (Leiden, Netherlands)

- [Mary Allerton](#), daughter (Leiden, Netherlands), the last survivor of the *Mayflower* company<sup>[2]</sup>
- [Bradford, William](#) ([Austerfield, Yorkshire](#))
  - Dorothy (May) Bradford, wife ([Wisbech, Cambridge](#))
- [Brewster, William](#) ([Doncaster, Yorkshire](#))
  - Mary Brewster, wife
  - Love Brewster, son (Leiden, Netherlands)
  - Wrestling Brewster, son (Leiden, Netherlands)
- [Carver, John](#)
  - Catherine (Leggett) (White) Carver, wife (probably [Sturton-le-Steeple, Nottinghamshire](#))
- [Chilton, James](#) (Canterbury)<sup>[2]</sup>
  - Mrs. Susanna Chilton, wife
  - Mary Chilton, daughter ([Sandwich, Kent](#))
- [Cooke, Francis](#)
  - John Cook, son (Leiden, Netherlands)
- Cooper, Humility - (probably Leiden, Netherlands) baby daughter of Robert Cooper, in company of her aunt Ann Cooper Tilley, wife of Edward Tilley<sup>[3]</sup>
- Crackstone, John ([Stratford St. Mary, Suffolk](#))
  - John Crackstone, son
  - Doty, Edward
- Fletcher, Moses (probably [Canterbury, Kent](#))
- [Fuller, Edward](#) (Redenhall, Norfolk)<sup>[2]</sup>
  - Mrs. Edward Fuller, wife
  - Samuel Fuller, son
- [Fuller, Samuel](#) ([Redenhall](#), Norfolk), (brother to Edward)
- Goodman, John
- Minter, Desire ([Norwich](#), Norfolk)
- [Priest, Degory](#)
- [Rogers, Thomas](#) ([Watford, Northamptonshire](#))
  - Joseph Rogers, son (Watford, Northamptonshire)
- Sampson, Henry ([Henlow, Bedfordshire](#)) child in company of his uncle and aunt Edward and Ann Tilley<sup>[3]</sup>
- Tilley, Edward (Henlow, Bedfordshire)
  - Ann (Cooper) Tilley (Henlow, Bedfordshire) wife of Edward and aunt of Humilty Cooper and Henry Sampson
- [Tilley, John](#) (Henlow, Bedfordshire)
  - Joan (Hurst) (Rogers) Tilley, wife (Henlow, Bedfordshire)
  - Elizabeth Tilley, daughter (Henlow, Bedfordshire)
- [Tinker, Thomas](#)
  - Mrs. Thomas Tinker, wife
  - boy Tinker, son
- Turner, John
  - boy Turner, son
  - boy Turner, younger son
- White, William

- Susanna (Unknown) White , wife
  - Resolved White, son
  - [Peregrine White](#), son (born in [Provincetown Harbor](#))
- [Williams, Thomas](#), ([Great Yarmouth](#), Norfolk)
- [Winslow, Edward](#) ([Droitwich](#), [Worcestershire](#))
  - Elizabeth (Barker) Winslow, wife

## Planters recruited by London merchants

- [Billington, John](#) (possibly [Spalding](#), [Lincolnshire](#))
  - Eleanor Billington, wife
  - John Billington, son
  - Francis Billington, son
- Britteridge, Richard
- [Browne, Peter](#) ([Dorking](#), [Surrey](#))
- Clarke, Richard
- [Eaton, Francis](#) ([Bristol](#), [Avon](#) (historic: [Somerset](#)))
  - [Sarah Eaton](#), wife
  - [Samuel Eaton](#), son
- Gardiner, Richard ([Harwich](#), Essex)
- [Hopkins, Stephen](#) ([Upper Clatford](#), [Hampshire](#))
  - Elizabeth (Fisher) Hopkins, wife
  - Giles Hopkins, son by first marriage ([Hursley](#), Hampshire)
  - [Constance Hopkins](#), daughter by first marriage (Hursley, Hampshire)
  - Damaris Hopkins, daughter
  - [Oceanus Hopkins](#), born *en route*
- Margesson, Edmund
- [Martin, Christopher](#) ([Billericay](#), Essex)
  - Mary (Prower) Martin, wife
- Mullins, William ([Dorking](#), Surrey)
  - Alice Mullins, wife
  - [Priscilla Mullins](#), daughter
  - Joseph Mullins, son
- [Prower, Solomon](#) (Billericay, Essex)
- Rigsdale, John
  - Alice Rigsdale, wife
- [Standish, Myles](#) ([Chorley](#), [Lancashire](#))
  - Rose Standish, wife
- [Warren, Richard](#) ([Hertford](#), England)
- Winslow, Gilbert ([Droitwich](#), [Worcestershire](#)), brother to "Pilgrim" Edward Winslow but not known to have lived in Leiden

## Men hired to stay one year



- **Alden, John** (Harwich, Essex) - considered a ship's crewman (he was the ship's cooper) but joined settlers
- **Allerton, John**, was to return to England to help the rest of the group immigrate but died in the winter, may have been relative of "Pilgrim" Allerton family
- **Ely, Richard**, hired as seaman, returned to England after term was up but later returned to New England and died there. He is mentioned briefly as a sailor by name of Ely in "Of Plymouth Plantation."
- **English, Thomas**, hired to master a shallop but died in the winter
- **Trevore, William**, hired as seaman, returned to England after term was up

## Family servants

Thirteen of the 18 people in this category were attached to Pilgrim families.

- **Butten, William**, age "a youth", servant of Samuel Fuller, only person who died during the voyage
- **Carter, Robert**, age unknown, servant or apprentice to William Mullins, shoemaker.
- --?--, **Dorothy**, maidservant of John Carver.
- **Doty, Edward**, (possibly Lincolnshire) age probably about 21, servant to Stephen Hopkins
- **Holbeck, William**, age likely under 21, servant to William White
- **Hooke, John**, (probably Norwich, Norfolk) age 13, apprenticed to Isaac Allerton
- **Howland, John** (probably Fenstanton, Huntingdonshire), age about 21, manservant for Governor John Carver
- **Lancemore, John** (probably Shropshire or Worcestershire), age under 21, servant to the Christopher Martin
- **Latham, William**, age 11, servant/apprentice to the John Carver family
- **Leister, Edward** (Kensington), aged over 21, servant to Stephen Hopkins
- **Moore, Ellen**, (Skipton, Shropshire), age 8, indentured to Edward Winslow
  - **Jasper More**, (Skipton, Shropshire), brother, age 7, indentured to John Carver
  - **Richard**, (Skipton, Shropshire), brother, age 6, indentured to William Brewster
  - **Mary**, (Skipton, Shropshire), sister, age 4, indentured to William Brewster
- **Soule, George**, teacher of Edward Winslow's children
- **Story, Elias**, age under 21, in the care of Edward Winslow
- **Thompson, Edward**, age under 21, in the care of the William White family, first passenger to die after the *Mayflower* reached Cape Cod.
- **Wilder, Roger**, age under 21, servant in the John Carver family

# History Lesson 3

## Extreme Timeline

Have time periods around the room, possibly on each wall.

Then give each student a card that has an important event, or an important person on it. The students have to find the person that is their pair.

Example: Civil Rights Movement and Dr. King.

Now together they must find out which time period it belongs in.

Require them to do a specific locomotor skills to find partners and move to the correct time period.

# Language Arts Lesson 1

Lesson Plan : Basketball

[http://www.teach-nology.com/lessons/lsn\\_pln\\_view\\_lessons.php?action=view&cat\\_id=3&lsn\\_id=6140](http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&cat_id=3&lsn_id=6140)

**Teacher Name:** Miss Pilkinton  
**Grade:** Grade 3  
**Subject:** Language Arts

<b>Topic:</b>	Leveled reader Basketball
<b>Content:</b>	alert and melt
<b>Goals:</b>	-read story with fluency and comprehension -complete teacher made worksheet
<b>Objectives:</b>	TSWBAT give a definition of fact and opinion
<b>Materials:</b>	-leveled reader Basketball -teacher made worksheet -flashcards with vocabulary on them
<b>Introduction:</b>	Explain to students we are reading

- 1.) Start by playing a game of basketball.
- 2.) Then talk about how we are going to have a new reading model. As you go through your reading you will progress into the various stages and become other players.
- 3.) Also use to compare these two.
- 4.) Also work on comprehension skills through worksheets and flash cards.
- 5.) Everything can be compared to basketball to make reading easier and less Stressful

You can also play basketball games as a reward for those that are accomplishing work. You can also shoot the ball if you get a question correct in a group game.

# Language Arts Lesson 2

## I. General Information

Carol Fike

Presented on November 17, 2008

3<sup>rd</sup> Grade

Language Arts and Physical Education

(Presented to Fundamental Movements Skill)

## II. Standards

3.2.6 Locate appropriate and significant information from the text, including problems and solutions.

3.7.1 Demonstrate feelings through a pattern of locomotor (traveling actions) and nonlocomotor (movement in place) movements.

Standard 2 – Applies movement concepts and principles to learning and development of motor skills.

## III. Performance Objective

Cognitive Skills:

When given a reading selection, students will be able to act out the story with 90% accuracy.

## IV. Equipment/ Material

The Book, “The Firekeepers Son”

Typed out pages from the book

## V. Skill Development

A. **Introduction Activity** Alright Class today we are going to pretend that we are at the theater. So what we need to create is our stage. So what I need you to do is sit in rows like an audience and I am on the stage.

**Anticipatory Set** – We have been reading a lot of new stories and today we are going to make the words come alive by acting them out. We are also going to talk about our parents. What sort of jobs do your parents have? Have you ever thought about doing that job?

### B. **Lesson Focus**

**Input**– Today we are going to make words come alive. What I will need you to do is act out the words that I will give you. Now remember to include movements where you stay in one place as well as those that will require you to move about.

**Modeling** – We will start with acting out a simple phrase like, “making a fire.” This is how I would act out making a fire. (Demonstrate with an explanation of what I am doing.)

**Guided Practice** – Now I need everyone to break into pairs. In this group I want you to act out the phrase that I give you.

Now here are a few rules to remember:

- 1.) Every group needs to find your personal space on this half of the basketball court.
- 2.) Keep acting out the phrase until I say freeze.
- 3.) I want you to talk the least amount as possible.

Now go find your space.

- 1.) Build a snowman
- 2.) Soldiers marching
- 3.) Brushing your teeth

While this is going on I need to float around and give immediate feedback.

**Group Activity** –

Now in your pairs combine with another pair to form groups of 4.

I will give each group a slip of paper. On this piece of paper is a page from The Firekeepers Son. What I want your group to do is read the page as a group and decide how your group is acting out the page. Make sure that everyone is involved.

Then come back together, read and act out your page in the book when it comes to that point.

## VI. **Closing Activity**

**Closure** –

Did you like acting out your page?

What sort of movements were needed to make your page some alive?

What did the story teach you?

## VII. References

Park, Linda S. The Firekeeper's Son. New York, NY: Clarion Books, 2004.

# Language Arts Lesson 3

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1262>

**Name of Activity:** Grammar Quest

**Academic content:** Language Arts

**Purpose of Activity:** To develop an understanding of the parts of speech and be able to distinguish between them. To use different locomotor skills in a variety of ways.

**Prerequisites:** Review the parts of speech and how to identify them. Review the correct cues needed in the skill of hopping, jumping, skipping, leaping, galloping, etc.

**Suggested Grade Level:** 3-5

**Materials Needed:** Posters designating the different parts of speech, a large area to move in and through.

**Physical activity:** Locomotor Skills

## Description of Idea

Have several sets of posters designating the different parts of speech (noun, verb, adjective, adverb) scattered on the floor throughout a large space.

The teacher will say words such as "red, wagon, run, quickly," each time giving children time to identify the type of speech and move to the correct poster. Have students develop a movement (a locomotor skill) for each action word in the sentence. They use the movement to travel to the corresponding poster. Next, the teacher will slowly read simple sentences like "Bob quickly ran to the red wagon," and the children will move to the corresponding posters in the correct order. As a culminating activity, they can connect the movements to make a sentence.

The children should vary the locomotor skills by using the right and left foot, different levels, directions and pathways. Equipment can also be added for the children to move over, around, onto and off of, or moving while jumping rope, dribbling a ball, etc...

At the conclusion, have ten different sentences clearly posted on a handout and have children go through them individually. Have students start with different sentences to avoid traffic jams and encourage individual problem solving.

**Variations:**

For younger kids, just use "subject" and "object" posters.

Add additional parts of grammar such as "prepositions".

**Assessment Ideas:**

Check the students understanding with a grammar worksheet.

Discuss the fundamentals of each locomotor skill.

# Mathematics Lesson 1

Interdisciplinary Lesson Plan  
With Math

From: <http://www.eduref.org/Virtual/Lessons/Interdisciplinary/INT0047.html>

## A New Way to Tell Time

An Educator's Reference Desk Lesson Plan

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**Submitted by:** Karen Veches

**Endorsed by:** Dr. Don Descy, Mankato State University

**Date:** October 23, 1996

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**Grade Level(s):** 2

**Subject(s):**

- Interdisciplinary

**Description:** The students will learn to look at a clock as though it had two time lines.

**Goal:** The students will have a better concept of time.

**Objectives:**

1. The students will place themselves in the shape of a clock and verbally tell the class what time it is when other students use their arms as hands of a clock.
2. The students will draw clocks representing the time that they get up, eat lunch, leave school and go to bed.

**Background information:** This is a good lesson to use as an introduction to telling time or as a review for older students. It helps to give students a hands on activity. They can visualize and be part of a clock. The lesson may be better suited for smaller classes.

**Materials:**

- chalkboard
- pencils
- paper



**Procedures:**

Tell the students that there are two number lines on the clock. Ask them what they might be (hours & minutes). The large numbers represent the hour and the little dashes represent the minutes. The hands on the clock point to either the minutes or the hours. The small hand represents the minutes and the big hand represents the hours. Make sure they understand that the hour hand represents the hour that was last past even though the hand does not point directly at the hour. This may be a good time to talk about the fact that there are 5 minutes between each hour so you can multiply the number that the minute hand has just passed by 5 and add up the remaining dashes to figure out the minutes.

Have 12 students arrange themselves as a clock. Have two students in the center of the clock be the hands of the clock. Students can take turns calling out different minutes, hours, or complete times and the 'hands' need to point to the proper numbers. You can rotate the hands and the people calling out numbers. Make sure to remind them that they are representing two number lines.

**Assessment:**

After you are certain they understand the concept of telling time have them go back to their seats. They will then draw clocks representing key times of their day like when they get up, go to lunch, their favorite t.v. show is on, school is out, and when they go to bed.

# Mathematics Lesson 2

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7541>

**Name of Activity:** What time is it, Mr. Clock?

**Purpose of Activity:** Students will practice telling time through movement, teamwork and cooperation - as they demonstrate how a clock represents time.

**Prerequisites:** fundamental locomotor skills

**Suggested Grade Level:** K-2

**Materials Needed:** laminated numbers (1-12) to set upright in each hoop, 25 pennies (15 red, 10 yellow), 12 hula hoops, CD player and music

## Description of Idea

Set the 12 hula hoops in a large circle (approximately 30 foot diameter). Each hula hoop represents one of the twelve number positions of a clock. Use the laminated numbers to represent the numbers on the face of the clock.

Give the red pennies to 15 students (or about 3/5 of your class). The students wearing the red pennies construct the minute hand. The hour hand is made from the 10 students wearing yellow pennies.

Instruct the students to move about the playing area, in and out of the clock in a specific way (i.e. skipping, galloping, animal movements, etc.) while music is playing. When the music stops, the students stop and wait for a time of the day to be announced. The students quickly attempt to position their bodies to represent the hands on a clock. Remind students that the two hands (or lines of students) should meet in the center of the clock.

Starting with even hours is easier for young students and leads to quicker understanding of the game. After each "time" has been constructed, have the students move around the playing area again and repeat the process. After a few rounds, begin to use quarter and half-hours. If age-appropriate, use more challenging times such as 11:55, 6:25 or even 12:01. Students really have to cooperate and work together when the hour and minute hands are very close.

Have students switch places as the hour or minute hand, so all students can gain an understanding of the use of time.

### **Variations:**

Construct smaller clocks with a smaller number of students in each group. Give practical examples of time, i.e., "What time does school start each day?" or "What time do we eat dinner?"

### **Assessment Ideas:**

Observe students' movement, ability to work together and correct positioning of the bodies to accurately represent time.

To demonstrate understanding of time, provide students with a worksheet to evaluate the "times" used in the class.

### **Adaptations for Students with Disabilities:**

All students should be able to be included in the group hands.

# Mathematics Lesson 3

<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=6376>

**Name of Activity:** Christmas Shopping

**Academic content:** math

**Purpose of Activity:** To use math problem-solving skills and teamwork to develop game strategies that enhance the concept of working together.

**Prerequisites:** locomotor skills, math skills, problem-solving & team work skills

**Suggested Grade Level:** 3-5

**Materials Needed:** bean bags (plain & animal shapes), white fleece balls, hockey sticks, hula hoops, paper and pencil

**Physical activity:** locomotor skills

## Description of Idea

On one end of the gym teams of two will have a hula hoop which represents their shopping bag and two hockey sticks to gather presents. The other side of the gym will have bean bags and fleece balls, which are scattered all over the floor. The white fleece balls are worth a penny, the plain bean bags are worth a nickel and the animal bean bags are worth a dime. The object of the activity is to have the two team members, each with a hockey stick, run to the "mall" to "buy" presents (beanbags and fleece balls).

The teacher will dictate how the students are to travel back and forth to the "mall" - each time using different locomotor skills (walk, run, skip, hop, gallop, slide, etc.).

Prior to the game students need to discuss a strategy to pick up presents with the hockey sticks, based on the type of buying they will be doing. (spend the most money, least money, etc.) This strategy should be written down on paper.

According to the strategy created by the partners, they will use the hockey sticks to pick up a present and carry it back to their shopping bag and place the present in the hoop. They may not use their hands at any time.

At the end of the playing time, count up the money they spent on presents and the team that spent the most money is the winner. After teams have had time to reflect on their strategy, discuss which strategies they thought were the most successful, how it worked, and if they would make changes or not to the strategy.

### **Variations:**

Use the least amount of money spent - bargain shopping.

Smaller children can travel by themselves and balance the object on different body parts.

Vary the use of the hockey sticks, so that students pass the object back and forth, push the object with sticks, drag the object, etc.

### **Assessment Ideas:**

Check the paper describing the strategy they chose to use and see if it was followed.

# Music Lesson 1

## State Song

For this lesson plan you will need a large map of the U.S. (most schools have one printed on the blacktop on the playground).

We will work with various State Songs and after a review students will need to remember them by their sound in the music.

Have the students

- 1.) Walk
- 2.) Run
- 3.) Jump
- 4.) Hop
- 5.) Skip
- 6.) Gallop

Around the perimeter of the map.

You could also do this with the 50th State Song and they have to find that state in the song, do this slow enough to give them time.

With a large class this will become more difficult, considering the states are smaller. But you could have them listen to a multiple of the state song.

# Music Lesson 2

## Lesson Plan

**Lesson:** \_\_\_\_\_ **Groovin' with the Cows** \_\_\_\_\_

**Length:** \_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_\_\_ **3<sup>rd</sup> Grade Music** \_\_\_\_\_

**Academic Standard(s):**

3.8.2 Interpret an aural musical example using dance, drama, art, or writing.

**Performance Objective(s):**

The students will be able to find words in a new song to become a dance that can be performed alongside the song, the students will be able to find movement words 80% of the time

### **Assessment:**

When given a new song that is similar to the cow song, the students will be able to pick out words that they can make up dance moves for. This will be done in small groups and asked to pick two words from the song that they could come up with a dance move for and perform it while they are sing.

### **Advance Preparation by Teacher:**

The CD will be needed

A CD Player

The Book that contains the words and music to the song

A Clear Space that allows space for movement

### **Procedure:**

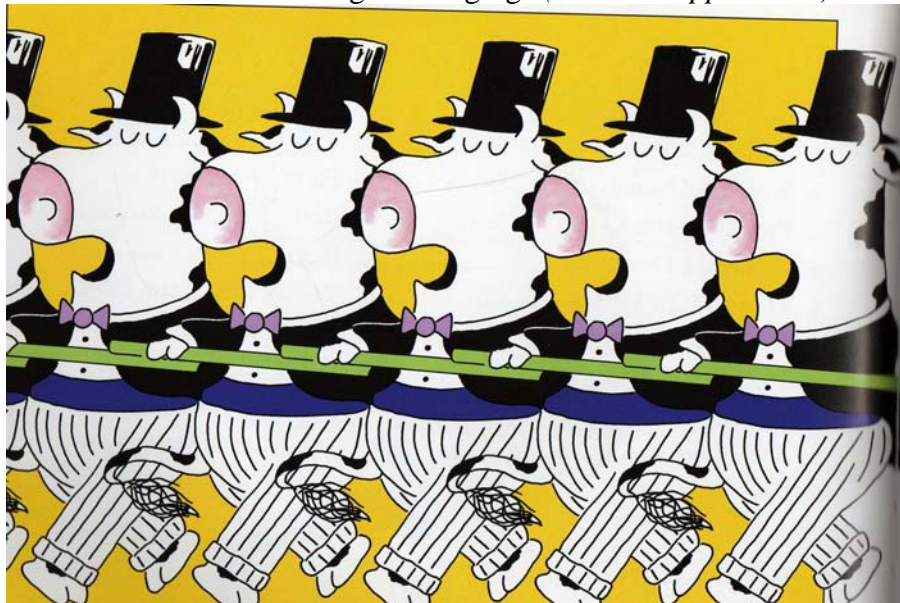
#### **Introduction/Motivation:**

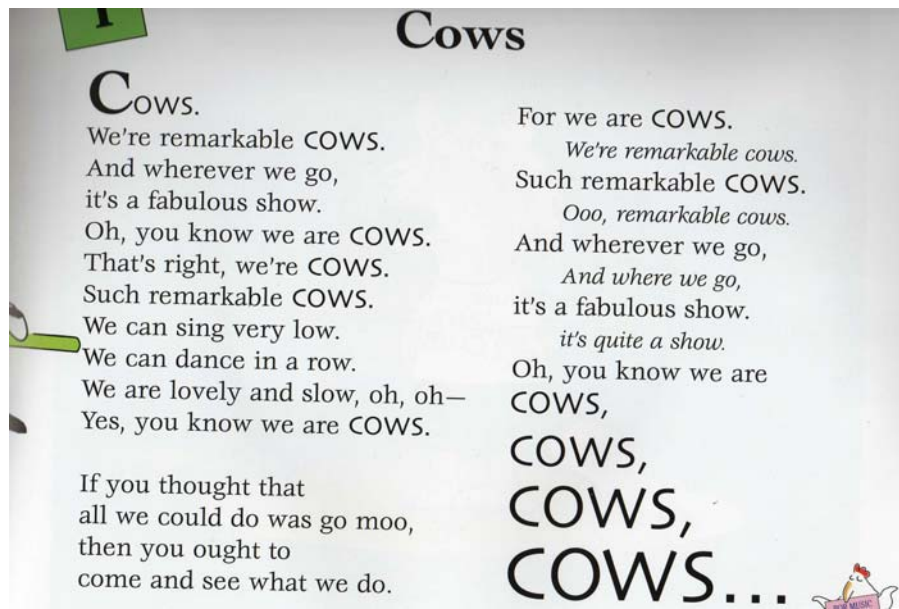
(Ask)

What do you normally see cows doing? (*Bloom ~ Knowledge*)

Do you normally see cows in top hats and carrying canes?

Or what about dancing and singing? (*Bloom ~ Application*)





Book "Philadelphia Chickens"

### Step-by-Step Plan:

- 1.) Teacher reads the words to the song aloud.  
     a. (*Gardner ~ Verbal-Linguistic*)
- 2.) Play the song (listening only) (*Gardner ~ Musical*)
- 3.) Sing along with the recording
- 4.) Have the students listen for words that they think that they could come up with a dance moves for
- 5.) Discuss the words that they thought that they could move to and as they are mentioned write the words on the board  
     a. (*Gardner ~ Interpersonal*)
- 6.) Go over possible dance moves (*Gardner – Bodily-Kinesthetic*)
- 7.) Sing the song and do the dance moves at the same time
- 8.) Allow the CD to play through while the assessment takes place (pulling the students aside in small groups and they pull out "dance" words)

### Closure:

Have the students sing the song together and encourage them to look at what other students are doing from various words during the song.

### Adaptations/Enrichment:

**A Student with ADHD** – Make sure that this student has plenty of movement time. Encourage them to feel the music and make large full body movements and also make sure that this does not last for too long because they will not be able to pay attention for an extended length of time.

**A Student who has English as a Second Language** – Make sure that this student has a copy of the words or can see the words. Make sure that you give plenty of time to have question time that will allow this student to ask questions about the words that they do not know the definition of.

**A Gifted Student** – For a student who gets through the lesson quickly allow this student to move on to another song just make sure that they do not feel bored. Another option is to have this student work on a dance for the entire song and have them teach it to the class.

### **Self-Reflection:**

How did the lesson plan go? Did the students like the song? Did they get into the dance moves? Was it an effective lesson plan? How well did the assessment process go? What was good and should remain in the lesson plan? What was ineffective and should be changed before this lesson plan is used again?



# Science Lesson 1

## Make a space ship

<http://teachers.net/lessons/posts/1383.html>

**Art, level: all**

Posted Mon Nov 1 11:24:22 PST 1999 by Lyn ().

Materials Required: almost any construction materials

Activity Time: 20 minutes to 2 days

Concepts Taught: construction

### Build a Space Ship

Some space ships take days to construct. Others can be built quickly. These questions might help you get started. You'll have your own ideas. Experiment!

- What shape will help your space ship fly? What will give it power?
- Do you want space travellers or space creatures? Build them or use toys you have. What will the space travellers take with them?
- Do you want to make a space scene with a launching pad? Should it be hidden, or should it be visible from a distance?

### Ideas for Space Materials

- Glue together scraps such as shoe boxes, empty food boxes or containers, bottle caps, empty thread spools or bottle lids. Decorate your space ship with drawings, stickers or wrapping paper.
  - Find a box large enough for you to ride in the space ship. You might cover your space ship with wallpaper or paint. Make your space ship realistic.
  - Build a space site outdoors with grass, twigs and rocks. You can make a pond by filling a pail with water, digging a hole for it and building up a sand hill. Hide it with leaves, grass or pieces of trimmed shrubs and trees.
  - Make paper aircraft. If you want to fly your space ship, try different ways to fold paper and different kinds of paper.
  - Use building sets and toys like Lego, Construx, K\*enx and Playmobil. Some pieces are made specially for space ships, and others can be put together to build anything.
- Have fun playing with your space ship! You might give or lend it to someone younger who would like to play with it.

### Guess What?

NASA stands for National Aeronautics and Space Agency. Try the NASA web site at: [www.nasa.gov](http://www.nasa.gov).

for brainteasers, puppet shows, story writing, plays, construction, or games, go to [www.mastermindtoys.com](http://www.mastermindtoys.com)

Click on ACTIVITY PAGES

# Science Lesson 2

## Does Soap Float?

<http://www.sciencenetlinks.com/lessons.cfm?DocID=285>

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### Purpose

To carry out an investigation in order to answer a central question: Does soap float?

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### Context

In this lesson, students will form hypotheses and carry out an investigation in order to answer a central question: Does soap float?

According to Benchmarks, "Children's strategies for finding out more and more about their surroundings improve as they gain experience in conducting simple investigations of their own and working in small groups. They should be encouraged to observe more and more carefully, measure things with increasing accuracy (where the nature of the investigations involves measurement), record data clearly in logs and journals, and communicate their results in charts and simple graphs as well as in prose." (*Benchmarks for Science Literacy*, [p.11](#) .)

The focus of this lesson is on scientific inquiry, but it incorporates scientific topics such as sinking and floating so it is recommended that students have at least some prior experience with these concepts. For a Science NetLinks lesson addressing sinking and floating, see [Sink It](#).

The term "density" is not appropriate for all students at this grade level; however, this lesson includes activities that will help lay the groundwork for future study of this topic.

Ideas in this lesson are also related to concepts found in the following benchmarks:

- 1B The Nature of Science: Scientific Inquiry (3-5) #3
- 12A Habits of Mind: Values and Attitudes (3-5) #1, 2

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### Planning Ahead

Materials:

- [Does Soap Float?](#) student sheet
- 4 bars of different brands of soap (one should be Ivory and one should be a store brand)
- Bowl of water deep enough for soap to float or sink
- Paper plates
- Paper towels
- Microwave oven

### **Motivation**

Have students begin to think about whether soap floats. Show them the four brands of soap and ask questions such as:

- In general, what do you think makes something float?
- Do you think an empty paper cup would float? Why or why not?
- Do you think any of these four brands of soap will float? Why or why not?

### **Development**

#### **Part I**

Have students record their hypotheses about whether the specific brands of soap in this activity will float on the [Does Soap Float?](#) student sheet.

Note: Distribute only the first page of the student sheet at this time.

Then ask questions such as:

- What characteristics of the soap do you think determine whether it will float?
- Do you think the texture of the soap affects whether it will float?

Now have students place each bar of soap (one at a time) in a bowl of water and record their observations on the student sheet.

Note: Each bar should be placed in the water individually. There should never be more than one bar of soap in the water at a time.

Ask questions such as:

- Was your hypothesis correct for each of the soaps?
- Did the bar of (brand x) soap float? Were the results the same for all groups of students?

Students should have noticed that only the Ivory soap floated. Discuss why they think that was.

Ask students:

- Why do you think Ivory soap floated while the other brands didn't?
  - How is the appearance (size, texture, etc.) of Ivory soap different from the others? Do you think that has something to do with why it floats?
  - Read the ingredients on the soap label. Is there something in Ivory soap that isn't in the other soaps? If so, would that make it float?
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Now have students read a little about the background of Ivory soap. Have them read [Product History](#) on the Ivory Soap Homepage.

Once students have read this information, ask questions such as:

- Describe how Ivory soap's most famous feature—its ability to float—came about.
- Do you think the fact that Ivory soap floated had anything to do with its physical characteristics such as color and odor? (Students should realize that it had nothing to do with things such as color and odor, but that it had to do with the air bubbles [density].)
- What about Ivory soap makes it float? (The air bubbles, which make Ivory less dense than water.)
- What other objects float? A sponge? A Styrofoam cup? A brick?
- Why do you think these objects float? (Although they shouldn't be expected to use the term "density," students should begin to understand related concepts. Students should demonstrate understanding that those objects more dense than water will sink and those less dense than water will float.)

Now have students use what they have learned about Ivory soap to think of ways to make the other brands of soap float. Eventually lead them to a discussion of making the soaps less dense than water by "adding" air bubbles to them by heating them.

Ask questions such as:

- Based on what you learned about why Ivory soap floats, what do you think we could do to make the other brands of soap float?
- What would happen if we heated or cooled the soaps?
- How could we do this? (Lead students to the idea of heating soap in the microwave.)

## Part II

Now distribute the second page of the [Does Soap Float?](#) student sheet and have students microwave each bar of soap. You could have students do this in their groups, or you could microwave the soaps for the class while they record their observations.

Note: Heat the soap on a paper plate. The soap should be watched very carefully and heated for only one minute. It will become very hot, so you should let it cool for at least 3-5 minutes before handling it.

The heated soap should expand. It should look like "marshmallow fluff" and feel a little slippery (like foamy plastic). After it cools for 3-5 minutes, the soap should become hard and stiff like Styrofoam.

After the bars of soap has been heated and cooled, have students predict whether they will float and record their hypotheses on the student sheets. Next, have students place the soaps in a bowl of water (one at a time) and record their observations.

Ask questions such as:

- How is the soap different than before it was heated?
- Did the soap float after it was heated? Why or why not? (All bars should float after being heated.)
- How is the heated soap more like Ivory soap? (Students should be able to describe in their own words that heating the soaps made them less dense, therefore they floated.)

Note: You could read the following online posts for background information:

- [Ask a Scientist: Density and Floating](#)
- [MadSci Network: Chemistry](#)

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## Assessment

Students could present their findings in an oral presentation, a written report, or on a science board.

**Note:** Consider developing a rubric for assessment of this activity. There are several resources on the Internet that describe the use of rubrics in the K-12 classroom, a few of which are highlighted here.

To learn more about rubrics in general, see [Make Room for Rubrics](#) on the Scholastic site.

For specific examples of rubrics, more information, and links to other resources, check out the following sites:

- [Kathy Schrock's Guide for Educators: Assessment & Rubric Information](#)
- [Assessment: Creating Rubrics](#)
- [Rubrics for Web Lessons](#)

Finally, you can go to [Teacher Rubric Makers](#) on the Teach-nology.com website to create your own rubrics. At this site you can fill out forms to create rubrics suitable for your particular students, and then print them instantly from your computer.

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Have students answer questions such as the following:

- Were there any differences between the brand name soaps and the store brand soap?
- What were the differences before heating them? After heating them?
- What happened to the soap once it was heated (e.g., changes in appearance, color, smell)?
- What do you think would happen if we heat the soap in a different way? What if we soak the soap in hot water for a couple of minutes? (You could supply a bowl of hot water for exploration.)
- Why did heating soaps cause them to float?
- What did you learn about sinking and floating in this activity?
- What happened in the activity that you didn't expect?

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## Extensions

For an exploration of buoyancy, see the Science Netlinks lesson [Buoyant Boats](#).

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For an excellent activity on sinking and floating, go to the [Science is Fun!](#) website and look in the Water activities for an activity called Zippy Zappy Boats.

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For more information on Ivory soap, see the following websites:

- [Procter & Gamble](#)
- [Ivory Soap Homepage](#)

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You could extend the soap activity in this lesson in many ways. For example, you could:

- Have students write a complete lab report referring to steps of the scientific method (e.g., Problem, Materials, Hypothesis, Procedure, Observations, and Conclusion).
- Have students collect data on the cost of soaps versus the density. Is there a correlation? Do less (or more) expensive soaps have more air in them after being heated?
- Have students write the various soap companies and discuss the results. You could use this as a language arts extension.
- Have students think of other objects that may float differently when heated and design an experiment to test their ideas.
- Use this activity as an introduction to science fair projects. One helpful Internet resource is [SciFair.org: The Ultimate Science Fair Resource](http://SciFair.org).
- Use this lesson as a connection to social studies and language arts. Have students think about what ingredients they would use for a soap they invented, and why. Have them name their new soap and come up with a marketing and advertising plan for it.
- Have students explore other serendipitous scientific discoveries.

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To learn more about soap, specifically that soap and water wipe grease and grime away because of the special characteristics of soap molecules, go to [Meet Molly Cule](#) at The Magic School Bus website.

For information on bubbles, go to [The Art and Science of Bubbles](#) at The Soap and Detergent Association.

Created : 07/22/2002

# Science Lesson 3

Milky Way Minute

<http://pazz.tripod.com/mlkway.html>

**"THE MILKY WAY MINUTE FOCUS:  
DEVELOP PASSING AND PIVOTING SKILLS, COOPERATIVE SKILLS,  
ABILITY TO CREATE AND CHANGE A PLAN.**

**SET UP:**

Six teams of 4 to 6, each with hula hoop and 4-6 basketballs, at one end of a gymnasium space. Each group has a Star bucket ( a cup to put star shapes in to) and ten stars on the floor. There is a hula hoop of a matching color at the other end of the gym (but not necessarily directly across from them)

The object is to see how many stars a team can get in two minutes. The team gets a point when they can pass their ball (travel through the Milky Way in their space ship and deliver the oxygen) from one end of the gym to the other and put it in their hula hoop.

**RULES:**

When you have a ball, you are frozen, you can only pivot and pass (pass the oxygen to a new spaceship). All teammates must touch the ball (receive and give a pass) at least once. The ball can not touch the floor more than once or the whole fleet of spaceships must return to homebase and start again. Carry the ball to home base.

**PLAN:**

I have the students sit down with their flight crew and decide on a plan together and then try it(eg. are we going to go in a special order? are we going to use chest or bounce passes? how far apart should we be? they tell me their plan and when everyone is ready I start the two minute clock. After one two minute round, they discuss how their plan worked and how they can get more stars the next time (slow down, don't pass until everyone is ready, get closer together, etc.)

With 4th and 5th grader, I expect them to do this without traveling and with a good pivot. With 1st graders we just work on turning and stepping to the next person. I often put polypots out so they know where to run to and the hula hoop is directly across from their homebase. Good luck!!



# Assessment of Student Knowledge and Students Abilities

You can not teach,  
unless you know  
your students

# TGMD Skill Test

## TGMD Testing Results

On September 23<sup>rd</sup> 2008 an observation of Lane Stetzel observed that he was physically active, while working through the fundamental movement skills. Lane is a very active, three years and eight months old that is right where he should be according to the TGMD test which looked at both locomotor and manipulative skills.

According to what professionals know about child development in locomotor skills, the rate at which they gain skills, and ages that a child should be able to do specific skills. Between the ages of 2 and 3, children will develop the first true run. Meaning that there will be a moment in which neither foot is in contact with the ground, however since it is still maturing this will not be the most efficient run. Both of these are exactly what were observed in the case of Lane Stetzel. When it came to the elongated run, the leap, he could master quite well the work that his feet were supposed to be accomplishing, taking off on one foot and landing on the opposite foot. According to the list of fundamental movement abilities a three year old should be able to hop three times on the strong leg; however with this as some other things it is not a refined with not correct form, for this will come as he develops more.

Because of his age and some other factors there are things that Lane has not developed the abilities to do certain locomotor skills. Lane had a great control of his feet however he was having difficulty linking what his legs were doing with his arms for support. Also he was not doing things the most effective ways which comes with experience however this was causing him to become tired easily. For some reason Lane

was having a difficult time when it came to jumping. He could handle hopping but when it came to jumping it was much more difficult. Then as we get into the more complex locomotor skills Lane had convinced himself that he was unable to do the given skills. Once an explanation had taken place he still had a hard time doing skills like the gallop, slide, and skip. This is because of his developmental skills and will surely develop later on.

Other important skills that develop in young children, is those manipulative skills, which are unlike locomotor skills because all of these skills develop at a similar time. Lane has developed a great deal of starting manipulative skills which included the strike, bounce, catch and the kick. In all of these skills Lane was in preparations of completing these skills. He was beginning to get his body in the correct position for all of these skills and he might not have caught the ball or hit the ball every time but the skills were developing so that he could continue his education.

On the other hand, Lane had a problem with the manipulative skill of throwing. However this could have something to do with the fact that this was one of the last activities. Lane was just struggling with this skill not knowing how to grasp the ball, and his body position was also unrecognizable for the skill of throwing.

When looking at the strengths and weaknesses of this active little boy, what skills can be worked on, to continue his physical education; especially looking at those skills that will need to be developed so that he can move developmentally. These skills needing improvement include throwing, and jumping are the most important skills to work on so that the more complex skills will become developed. When it comes to working on the jumping skills, a good suggestion would be to instruct the students to

jump like a certain animal such as a kangaroo, rabbit, or a frog; so that this way they can visualize jumping and distinguish it from hopping, by comparing it to the ways that these animals move. However when it comes to practicing the throwing aspect start with the students trying different types of balls starting off with a small ball that will fit in your students hand and working your way up to a larger ball that is harder to grasp. Another thing is that especially elementary kids need to visualize what they are doing. So instruct the students to throw the ball in the shape of a rainbow, in the nice upward curve. Then you also need to show your students how this can be done, demonstration is huge.

After observing students and there strengths and weaknesses it is then that you can begin to work on those things that do not come easily to your students. While working on these weaknesses also allow them to do those things that come easier to them. But through working out the weaknesses it is then that the students can continue there education and accomplish those things that come next developmentally. This is the purpose of the TGMD testing to document the whole child's abilities and find the weaknesses so that they can continue learning.

# Written Test

Ms. Fike's Fundamental Movements Skills Assessment  
3<sup>rd</sup> Grade Physical Education Class  
October 26, 2008

Name \_\_\_\_\_

***Directions: Match the picture with the skill***



a.) Throw



b.) Walk



c.) Run



d.) Jump



e.) Kick

***Directions: Look above to the pictures and write two important things to remember when doing this particular skill.***

6.) When doing the skill shown in picture number 1 you need to remember to:

- 1.)
- 2.)

7.) When doing the skill shown in picture number 2 you need to remember to:

- 1.)
- 2.)

8.) When doing the skill shown in picture number 3 you need to remember to:

- 1.)
- 2.)

9.) When doing the skill shown in picture number 4 you need to remember to:

- 1.)
- 2.)

10.) When doing the skill shown in picture number 5 you need to remember to:

- 1.)
- 2.)

**Extra Credit:** Place the following locomotor in order in order they should be learned.

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