

DAILY ROUTINE FOR PHYSICAL EDUCATION WITH ALEX FOR KINDERS-2ND GRADERS INCLUDING STATE STANDARDS AND BENCHMARKS

DAILY ROUTINE:

- **ENTER:** GYM HOMES
- **FITNESS ACTIVITY:**(5-6 minutes) **PANDA EXERCISES**, gets heart rate up and ready for lesson in a fun but meaningful manner.
- **LESSON:** Skill/ Activity: units 4-6 weeks each (15-20 minutes)
- **COOL-DOWN/CLOSURE AND STRETCHING AT GYM HOMES:** CFU and stretching at gym homes (5-8 minutes for cool down and closure)

FITNESS ACTIVITY: PANDA EXERCISES AT HOLT

1. JUMPING JACKS:

- Start with arms and hands at sides, feet together
- As feet jump apart arms go up above head and clap
- As feet return together, arms and hands return to sides
- **MODIFICATIONS:**
 - Feet only: Feet jump apart and back
 - ARM MOVEMENT FOCUS: Arms go up and down students' feet stay together and they just jump up and down.w

2. HIT THE FLOOR:

- Start out with legs at least shoulder width apart and legs not bent, arms in t-formation
- Reach down and touch feet (R hand to R foot/ L hand to L foot)
- **MODIFICATIONS:**
 - If can't reach feet the student can bend knees and or reach for knees or shins

3. WINDMILLS:

- Start out with legs at least shoulder width apart, arms in t-formation
- Right hand touches L foot
- Left hand touches R foot
- **MODIFICATIONS:**
 - touch knees: feet still shoulder width apart
 - R hand to L knee

- L hand to R knee

4. **ARM SWINGS:**

- Arms start out up and extended in front of body
- Both arms stay together and move across body to the R till ARMS CAN'T MOVE TO THE R ANY FURTHER
- BOTH ARMS SWING ACROSS BODY TO THE L TILL ARMS CAN'T MOVE TO THE L ANY FURTHER.
- ARMS UP AND EXTENDED THE ENTIRE TIME
- REPEAT

5. **V-SIT:**

- Students sit on buttocks
- Lift both legs up together at the same time
- Arms up off the floor
- Form a "V"
 - **MODIFICATIONS:**
 - ARM EXTENDED BEHIND OR TO SIDES, HANDS ON FLOOR:
 - A.)LIFT BOTH LEGS UP TOGETHER still forming a V
 - LIFT ONE LEG UP AT A TIME, AND ONE ARM (OPPOSITE ARM AND LEG: OPPOSITION

6. **AIRPLANE:**

- Both arms up and out at sides (like a plane) for balance
- R foot on floor with R leg straight
- Bring L foot up bring L leg up and back behind body
- Hold position, Balance
- Bring L leg down and forward till L foot on the floor shoulder with apart from R foot.
- Both arms up and out at sides (like a plane) for balance
- L foot on floor with L leg straight
- Bring R foot up bring R leg up and back behind body
- Hold position, Balance
- Bring R leg down and forward till R foot on the floor shoulder with apart from R foot.
- REPEAT
 - **MODIFICATIONS:**
 - Arms still out at sides (like a plane) for balance
 - Both feet on floor
 - R foot on floor with R leg straight
 - Bring L foot up bring L leg up in front of body as high as you can
 - Hold position, Balance

- Bring L leg down till L foot on the floor shoulder with apart from R foot.
- Both arms up and out at sides (like a plane) for balance
- L foot on floor with L leg straight
- Bring R foot up bring R leg up in front of body as high as you can
- Hold position, Balance
- Bring R leg down till R foot on the floor shoulder with apart from L foot.
- Maintain balance
- REPEAT

7. KNEE LIFTS:

- Hands at sides
- Stand on both feet shoulder width apart
- Lift R leg up to form 90 degree angle
- Bring R FOOT back down next to L foot (shoulder width apart)
- Lift L leg up to form a 90 degree angle
- Bring L leg down so L foot next to R foot (shoulder width apart)
- REPEAT

•**MODIFICATIONS:**

- Arms out for balance support
- Lift R leg up as high as you can while maintaining balance
- Bring R leg down so that R foot contacts floor next to L foot
- Lift L leg up as high as you can while maintaining balance
- Bring L leg down so that L foot contacts floor next to R foot
- REPEAT

8. MOUNTAIN CLIMBERS:

- Start in push-up position
- FEET TOGETHER
- ARMS AND HANDS SHOULDER WIDTH APART
- HANDS ON FLOOR
- RIGHT AND LEFT FOOT ON FLOOR TOGETHER
- LIFT R FOOT UP
- Bring R KNEE up to touch L ELBOW
- Return R knee back to start and put R FOOT on floor next to L FOOT
- RIGHT AND LEFT FOOT ON FLOOR TOGETHER
- LIFT L FOOT UP
- Bring L KNEE up to touch R ELBOW
- Return L knee back to start and put L FOOT on floor next to R FOOT
- REPEAT

- **MODIFICATIONS:**

- Starting position DOWNWARD DOG (ALL FOURS= TABLE TOP)
 - ALL FOURS= TABLE TOP:
- Slide one leg out, keeping toes on the ground one at a time keeping both hands and non moving leg (KNEE DOWN) on the floor
- FEET TOGETHER, ARMS AND HANDS SHOULDER WIDTH APART
- HANDS ON FLOOR
- RIGHT AND LEFT FOOT ON FLOOR TOGETHER
- LIFT R FOOT UP
- Bring R KNEE up to touch R ELBOW
- Return R knee back to start and put R FOOT on floor next to L FOOT
- RIGHT AND LEFT FOOT ON FLOOR TOGETHER
- LIFT L FOOT UP
- Bring L KNEE up to touch L ELBOW
- Return L knee back to start and put L FOOT on floor next to R FOOT
- REPEAT

9. LEG SWINGS:

- Both arms up and out at sides (like a plane) for balance
- R foot on floor with R leg straight
- Bring L foot up bring L leg up and kick forward with L leg in front of body
- Hold position, Balance
- Bring L leg down till L foot on the floor shoulder with apart from R foot.
- Both arms up and out at sides (like a plane) for balance
- L foot on floor with L leg straight
- Bring R foot up bring R leg up and kick forward with R leg in front of body
- Hold position, Balance
- Bring R leg down and forward till R foot on the floor shoulder with apart from R foot.
- REPEAT
 - **MODIFICATIONS:**
 - Arms still out at sides (like a plane) for balance
 - Both feet on floor
 - R foot on floor with R leg straight
 - Bring L foot up bring L leg up in front of body as high as you can
 - Hold position, Balance
 - Bring L leg down till L foot on the floor shoulder with apart from R foot.
 - Both arms up and out at sides (like a plane) for balance
 - L foot on floor with L leg straight
 - Bring R foot up bring R leg up in front of body as high as you can

- Hold position, Balance
- Bring R leg down till R foot on the floor shoulder with apart from L foot.
- Maintain balance
- REPEAT

10. CRAB KICKS:

- On all fours with stomach facing the ceiling
- Attempt to get stomach flat (butt up) like a table top
- Arms fully extended underneath body
- Knees bent
- FEET shoulder width apart
- Kick R leg up into the air, fully extended as other leg L supports body
- Bring R LEG down so R FOOT is on the floor shoulder width apart from L foot
- Kick L leg up into the air, fully extended, as other leg R supports body
- Bring L LEG down so L FOOT is on the floor shoulder width apart from R foot
- **MODIFICATIONS:**
 - A).
 - Butt stays in contact with ground knees bent,
 - Feet shoulder width apart
 - lift R LEG AND STRAIGHTEN, L foot supports body
 - Return R LEG down so R FOOT on floor
 - lift L LEG AND STRAIGHTEN, R foot supports body
 - Return L LEG down so L FOOT on floor
 - REPEAT
 - B).
 - Booty lifts
 - Hands and feet remain on floor
 - Feet shoulder width apart
 - Hands shoulder with apart
 - Knees bent
 - Lift butt up as high as you can hold 2-5 seconds
 - Lower slowly till it almost touches the ground
 - Butt doesn't touch ground, raise butt back up
 - REPEAT

STATE STANDARDS/BENCHMARKS COMPLETED DURING FITNESS

KINDERGARTEN GRADE-LEVEL OUTCOMES

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- PE.1.K.1: Performs locomotor skills (hopping, galloping, sliding, skipping) while maintaining balance.
- PE.1.K.2: Performs jumping & landing actions with balance.
 - *Note: This outcome applies to both horizontal and vertical jumping & landing*
- PE.1.K.4: Maintains momentary stillness on different bases of support.
- PE.1.K.5: Forms wide, narrow, curled & twisted body shapes.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- PE.2.K.1: Differentiates between movement in personal (self-space) & general space.
- PE.2.K.2: Moves in personal space to a rhythm.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.K.1: Identifies active-play opportunities outside physical education class.
- PE.3.K.2: Actively participates in physical education class.
- PE.3.K.3: Recognizes that when you move fast, your heart beats **faster** and you breathe faster.¹
- PE.3.K.4: Recognizes that food provides energy for physical activity.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- PE.4.K.1: Follows directions in group settings: gym home groups (e.g., safe behaviors, following rules, taking turns).
- PE.4.K.2: Acknowledges responsibility for behavior when prompted.
- PE.4.K.3: Follows instruction/ directions when prompted.
- PE.4.K.4: Shares equipment and space with others.
- PE.4.K.5: Recognizes the established protocol for class activities.
- PE.4.K.6: Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.K.1: Recognizes that physical activity is important for good health.
- PE.5.K.2: Acknowledges that some physical activities are challenging/difficult.

- PE.5.K.3: Identifies physical activities that are enjoyable.

GRADE ONE GRADE-LEVEL OUTCOMES

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- PE.1.1.1: Hops and gallops using a mature pattern.
- PE.1.1.2: Demonstrates critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings.
- PE.1.1.3: Demonstrates critical elements for jumping & landing in a vertical plane using 2-foot take-offs & landings.
- PE.1.1.4: Combines locomotor and non-locomotor skills in a teacher- designed rhythmic activities.
- PE.1.1.5: Maintains stillness on different bases of support with different body shapes.
- PE.1.1.6: Transfers weight from one body part to another in self- space in rhythmic activities and gymnastics environments.
- PE.1.1.8: Demonstrates twisting, curling, bending & stretching actions.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- PE.2.1.1: Moves in self-space and general space in response to designated beats/ rhythms.
- PE.2.1.2: Travels demonstrating low, middle and high levels.
- PE.2.1.3: Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
- PE.2.1.4: Differentiates between fast and slow speeds.
- PE.2.1.5: Differentiates between strong and light force.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.1.1: Discusses the benefits of being active and exercising and/ or playing.
- PE 3.1.2: Actively engages in physical education class.
- PE.3.1.3: Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.
- PE.3.1.4: Differentiates between healthy and unhealthy foods.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- PE.4.1.1: Follows the rules & parameters of the learning environment.
- PE.4.1.2: Accepts personal responsibility by using equipment and space appropriately.
- PE.4.1.3: Responds appropriately to general feedback from the teacher.
- PE.4.1.4: Works cooperatively with others in a variety of class environments (e.g., small and large groups: gym home groups).
- PE.4.1.5: Exhibits the established protocols for class activities.

- PE.4.1.6: Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.1.1: Identifies physical activity as a component of good health.
- PE.5.1.2: Recognizes that challenge in physical activities can lead to success.
- PE.5.1.3: Describes positive feelings that result from participating in physical activities.
- PE.5.1.4: Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

GRADE TWO GRADE-LEVEL OUTCOMES

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- PE.1.2.5: Demonstrates critical elements for jumping & landing in a *vertical* plane using a variety of 1- and 2-foot take-offs & landings.
- PE.1.2.6: Performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms.
- PE.1.2.7: Balances on different bases of support, combining levels and shapes.
- PE.1.2.8: Balances in an inverted position* with stillness and supportive base.
- PE.1.2.9: Transfers weight from feet to different body parts/bases of support for balance and/or travel.
- PE.1.2.11: Differentiates among twisting, curling, bending & stretching actions.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- PE.2.2.3: Varies time and force with gradual increases and decreases.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.2.2: Actively engages in physical education class in response to instruction and practice.
- PE.3.2.3: Uses own body as resistance (e.g., holds body in plank position, animal walks)² for developing strength.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- PE.4.2.1: Practices skills with minimal teacher prompting.

- PE.4.2.2: Accepts responsibility for class protocols with behavior and performance actions.
- PE.4.2.3: Accepts positive specific corrective feedback from the teacher.
- PE.4.2.4: Works cooperatively with others in partner environments (with a partner in their gym home group or with their gym home group).
- PE.4.2.5: Exhibits the use of rules and etiquette in teacher-designed physical activities.
- PE.4.2.6: Works independently (with gym home group members or within the gym home group) and safely in physical education.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.2.1: Recognizes the value of “good health balance” (good nutrition with physical activity).
- PE.5.2.2: Identify physical activities that bring confidence and challenge.
- PE.5.2.3: Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).

LESSON: SKILL/ ACTIVITY: UNITS 4-6 WEEKS EACH (15-20 MINUTES)

STATE STANDARDS/BENCHMARKS ADDRESSED DURING DAILY LESSON SKILL ACTIVITY PORTION OF EACH DAYS LESSON

SEE THE DETAILED VERSION OF WHAT KINDER-2ND GRADERS ARE DOING IN PHYSICAL EDUCATION WITH ALEX FRANZ INCLUDING STATE STANDARDS AND BENCHMARKS FOR ALL YEARS UNIT LESSON PLANS STATE STANDARDS AND BENCHMARKS. REFER TO ORDER OF UNITS THROUGHOUT THE SCHOOL YEAR INCLUDING: EACH UNITS SUBJECT (THE TITLE OF EACH UNIT), OBJECTIVES MET, THE LEARNING TARGET, OREGON PHYSICAL EDUCATION STATE STANDARDS AND BENCHMARKS MET, BREAKDOWN OF EACH UNIT WEEK BY WEEK AND DAY BY

COOL-DOWN/CLOSURE AND STRETCHING AT GYM HOMES: CFU AND STRETCHING AT GYM HOMES (5-8 MINUTES)

Students return equipment, and the lesson ends with a cool-down/closure. Tapering from vigorous activity helps students' bodies return to normal functioning levels and fosters easier transitions to the classroom. This time is also used to review key learning points (CFU), reinforce home practice and health knowledge, or enter assessment data. Students cool-down by stretching as a class at assigned gym homes following demonstration by teacher (the order of stretches is always the same and is as follows):

- Butterfly stretch
- Straddle stretch R leg, touching R foot (or R ankle, shin, or knee)
- Straddle stretch L leg, touching L foot (or L ankle, shin, or knee)
- Quadriceps stretching (R)
- Quadriceps stretching (L)
- Hamstring stretch (R)
- Hamstring stretch (L)
- Figure 4 stretch (R)
- Figure 4 stretch (L)

STATE STANDARDS/BENCHMARKS:

KINDERGARTEN GRADE-LEVEL OUTCOMES.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- PE.1.K.5: Forms wide, narrow, curled & twisted body shapes.
- PE.1.K.6: Rolls sideways in a narrow body shape.
- PE.1.K.7: Contrasts the actions of curling & stretching.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.K.1: Identifies active-play opportunities outside physical education class.
- PE.3.K.2: Actively participates in physical education class.
- PE.3.K.3: Recognizes that when you move fast, your heart beats **faster** and you breathe faster.³
- PE.3.K.4: Recognizes that food provides energy for physical activity.

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GRADE ONE GRADE-LEVEL OUTCOMES.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- PE.1.1.5: Maintains stillness on different bases of support with different body shapes.
- PE.1.1.6: Transfers weight from one body part to another in self- space in rhythmic activities and gymnastics environments.
- PE.1.1.8: Demonstrates twisting, curling, bending & stretching actions.

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- PE.3.1.1: Discusses the benefits of being active and exercising and/ or playing.
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- PE.4.1.1: Follows the rules & parameters of the learning environment.
- PE.4.1.2: Accepts personal responsibility by using equipment and space appropriately.
- PE.4.1.3: Responds appropriately to general feedback from the teacher.
- PE.4.1.4: Works cooperatively with others in a variety of class environments (e.g., small and large groups: gym home groups).
- PE.4.1.5: Exhibits the established protocols for class activities.
- PE.4.1.6: Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

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PE.5.1.3: Describes positive feelings that result from participating in physical activities.

PE.5.1.4: Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

GRADE TWO GRADE-LEVEL OUTCOMES

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- PE.1.2.7: Balances on different bases of support, combining levels and shapes.
- PE.1.2.8: Balances in an inverted position* with stillness and supportive base.
- PE.1.2.9: Transfers weight from feet to different body parts/bases of support for balance and/or travel.⁴
- PE.1.2.11: Differentiates among twisting, curling, bending & stretching actions. .

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.2.2: Actively engages in physical education class in response to instruction and practice.
- PE.3.2.3: Uses own body as resistance (e.g., holds body in plank position, animal walks)⁵ for developing strength.
- PE.3.2.4: Recognizes the “good health balance” of good nutrition with physical activity.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- PE.4.2.1: Practices skills with minimal teacher prompting.
- PE.4.2.2: Accepts responsibility for class protocols with behavior and performance actions.
- PE.4.2.3: Accepts positive specific corrective feedback from the teacher.
- PE.4.2.4: Works cooperatively with others in partner environments (with a partner in their gym home group or with their gym home group).
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Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.2.1: Recognizes the value of “good health balance” (good nutrition with physical activity).
- PE.5.2.2: Identify physical activities that bring confidence and challenge.

- PE.5.2.3: Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).