DAILY ROUTINE IN PHYSICAL EDUCATION WITHH HUH ALEX FOR 3RD-5TH GRADERS INCLUDING STATE STANDARDS AND BENCHMARKS

DAILY ROUTINE:

- ENTER: GYM HOMES
- FITNESS ACTIVITY:(5-8 minutes) FITNESS SCAVENGER HUNT, 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 GYM HOMES: CFU and stretching at gym homes (5-8 minutes for cool down and closure)

WARM-UP: (if needed)

Students move in general space, maintaining personal space, while performing a locomotor activity that the instructor calls out. As soon as the instructor say "STRETCH" students stop where they are at and perform a stretch of their choosing. Each round the instructor picks a different locomotor movement and during each stretch portion the students choose a different stretch to perform making sure to stretch all major body parts.

FITNESS: FITNESS SCAVENGER HUNT

Fitness Scavenger Hunt. Students get into their gym home color groups and come and get a task cards. Students start at task one, waiting for everyone in their group to complete the current task before moving on to the next task. Students start at task one and continue till task twelve. Once students' reach task twelve, they start again at task one. Students perform specific exercises from all components of fitness (cardiovascular, flexibility, muscle strength and endurance).
Each task card order of activities is different, so that each group will not be performing the same task at the same time.
Below is an example of the tasks students perform:

1. Skip to the center of the gym and do 10 crab kicks
2. Carioca/Grapevine to each wall and do 5 inclined wall push-ups
3. Jog to each corner and do 10 jumping jacks
4. Walk backwards to center of gym and stretch arms for 30 seconds
5. Skip to the nearest bleachers/wall and do 10 burpees

6. Slide shuffle all the way around the basketball court (change lead leg half way)
7. Power walk to nearest basketball hoop and stretch legs for 30 seconds
8. Jog to basketball key and do 30 shoulder touches
9. Walking lunges to the nearest wall and do 10 curl-ups
10. Skip in opposition to each baseline and do 10 high knees
11. Skip to each basketball hoop and do 4 shoulder presses (raise your hand to the roof and bring your right leg up, repeat with left leg,
12. Jog to each group and give them a high 5.

STATE STANDARDS/BENCHMARKS ADDRESSES DURING WARM-UP/FITNESS PORTION OF EACH DAYS LESSON

GRADE THREE GRADE-LEVEL OUTCOMES

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

- PE.1.3.1: Leaps and slides using a mature pattern.
- PE.1.3.2: Runs with a mature pattern.
- PE.1.3.3: Varies time and force with gradual increases and decreases.
- PE.1.3.4: Jumps & lands in the horizontal planes using a mature pattern.
- PE.1.3.5: Jumps & lands in the vertical planes using a mature pattern.
- PE.1.3.6: Performs teacher- selected and developmentally appropriate rhythmic activity steps and movement patterns.
- PE.1.3.7: Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and with- out hesitation.
- PE.1.3.8: Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.
- PE.1.3.9: Transfers weight from feet to hands for momentary weight support.
- PE.1.3.10: Applies skill in general activity.
- PE.1.3.11: Moves into and out of a variety of balances with curling, twisting & stretching actions.
- PE.1.3.25: Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.

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

- PE.2.3.1: Recognizes the concept of open spaces in a movement context.
- PE.2.3.2: Recognizes locomotor skills specific to a wide variety of physical activities.
- PE.2.3.3: Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

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.3.3.2: Identifies physical activity benefits as a way to become healthier.

- PE.3.3.3: Engages in the activities of physical education class without teacher prompting.
- PE.3.3.4: Identifies the components of health-related physical fitness.
- PE.3.3.5: Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.

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

- PE.4.3.1: Works independently (with gym home group) for extended periods of time.
- PE.4.3.2: Exhibits personal responsibility in teacher-directed activities.
- PE.4.3.3: Accepts and implements positive specific corrective feedback from the teacher.
- PE.4.3.4: Praises others for their success in movement performance.
- PE.4.3.5: Exhibits the use of rules and etiquette in physical activity with peers.

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

- PE.5.3.1: Discusses the relationship between physical activity and good health.
- PE.5.3.2: Discusses the challenge that comes from learning a new physical activity.
- PE.5.3.3: Reflects on the reasons for enjoying selected physical activities.
- PE.5.3.4: Describes the positive social inter-actions that come when engaged with others in physical activity.

GRADE FOUR GRADE-LEVEL OUTCOMES

Note: Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.4.1: Uses various locomotor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences.
- PE.1.4.2: Runs for distance using a mature pattern.
- PE.1.4.3: Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.
- PE.1.4.4: Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.
  - *Note: This outcome applies to both horizontal and vertical jumping & landing.*
- PE.1.4.5: Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.
- PE.1.4.7: Balances on different bases of support on apparatus, demonstrating levels and shapes.
- PE.1.4.9: Applies skill in general activity.
- PE.1.4.10: Moves into and out of balances on apparatus with curling, twisting & stretching actions.

- PE.1.4.11: Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
- PE.1.4.12: Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.
- PE.1.4.30: Performs intermediate and advanced jump-rope skills for both long and short ropes.

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

- PE.2.4.5: Applies the movement concepts of speed, endurance and pacing for running.

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.3.4.1: Analyzes opportunities for participating in physical activity outside physical education class.
- PE.3.4.2: Actively engages in the activities of physical education class, both teacher-directed and independent.
- PE.3.4.3: Identifies the health related components of physical fitness and provides examples of physical activities to enhance those components.
- PE.3.4.4: Demonstrates warm-up & cool- down relative to the cardiovascular fitness assessment.
- PE.3.4.7: Discusses the importance of hydration and hydration choices relative to physical activities.

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

- PE.4.4.1: Exhibits responsible behavior in independent group situations.
- PE.4.4.2: Reflects on personal social behavior in physical activity.
- PE.4.4.3: Listens respectfully to corrective feed-back from others (e.g., peers, adults).
- PE.4.4.4: Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.
- PE.4.4.5: Works safely with peers and equipment in physical activity settings.

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

- PE.5.4.1: Examines the health benefits of participating in physical activity.

GRADE FIVE GRADE-LEVEL OUTCOMES

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.5.1: Demonstrates mature patterns of locomotor and manipulative skills in a variety of dynamic small-sided practice tasks, gymnastics and/or rhythmic activities.
- PE.1.5.2: Uses appropriate pacing for a variety of running distances.
- PE.1.5.3: Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided practice tasks and games.
- PE.1.5.4: Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided practice tasks and games.
    - *Note: This outcome applies to both horizontal and vertical jumping & landing.*
- PE.1.5.9: Applies skill in general activity [weight transfer, rolling].
- PE.1.5.10: Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments.
- PE.1.5.11: Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform rhythms with a group.
- PE.1.5.29: Create and perform a jump-rope routine with either a short or long rope.

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

- PE.2.5.1: Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and/or games environments.
- PE.2.5.2: Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and/or dance with self-direction.
- PE.2.5.3: Applies movement concepts of speed, endurance and pacing in general situations.
- PE.2.5.5: Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, rhythms and gymnastics.

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.3.5.2: Actively engages in all the activities of physical education.
- PE.3.5.3: Identify and assess the health-related components of fitness.

- PE.3.5.4: Identifies the need for warm-up & cool-down relative to various physical activities.

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

- PE.4.5.1: Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
- PE.4.5.2: Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.
- PE.4.5.3: Exhibits respect for self with appropriate behavior while engaging in physical activity.
- PE.4.5.4: Gives corrective feedback respectfully to peers.
- PE.4.5.5: Applies skills of accepting and respecting players of all skill levels to general physical activity.
- PE.4.5.6: Applies skills of safety, rules, procedures, and etiquette in general physical activities.
- PE.4.5.7: Applies safety principles with age-appropriate physical activities.

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

- PE.5.5.1: Compares the health benefits of participating in selected physical activities.
- PE.5.5.3: Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

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 3RD-5TH 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 OBJECTIVES MET, THE LEARNING TARGET, OREGON PHYSICAL EDUCATION STATE STANDARDS MET, BREAKDOWN OF EACH UNIT WEEK BY WEEK AND DAY BY DAY: INCLUDING EACH DAY'S DAILY LESSON: THE LESSONS ACTIVITY AND LEARNING TARGET AT HOLT: GRADES 3RD-5TH

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 ADDRESSED DURING COOL-DOWN PORTION OF EACH DAYS LESSON

GRADE THREE GRADE-LEVEL OUTCOMES

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

- PE.1.3.12: Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic and rhythmic sequences.

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.3.3.2: Identifies physical activity benefits as a way to become healthier.
- PE.3.3.3: Engages in the activities of physical education class without teacher prompting.
- PE.3.3.4: Identifies the components of health-related physical fitness.
- PE.3.3.5: Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.

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

- PE.4.3.1: Works independently (with gym home group) for extended periods of time.

- PE.4.3.2: Exhibits personal responsibility in teacher-directed activities.
- PE.4.3.3: Accepts and implements positive specific corrective feedback from the teacher.
- PE.4.3.4: Praises others for their success in movement performance.
- PE.4.3.5: Exhibits the use of rules and etiquette in physical activity with peers.

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

- PE.5.3.1: Discusses the relationship between physical activity and good health.
- PE.5.3.2: Discusses the challenge that comes from learning a new physical activity.
- PE.5.3.3: Reflects on the reasons for enjoying selected physical activities.
- PE.5.3.4: Describes the positive social inter-actions that come when engaged with others in physical activity.

GRADE FOUR GRADE-LEVEL OUTCOMES

Note: Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.4.1: Uses various locomotor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences.
- PE.1.4.2: Runs for distance using a mature pattern.
- PE.1.4.3: Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.
- PE.1.4.4: Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.
- *Note: This outcome applies to both horizontal and vertical jumping & landing.*
- PE.1.4.5: Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.
- PE.1.4.6: Combines traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games.
- PE.1.4.7: Balances on different bases of support on apparatus, demonstrating levels and shapes.
- PE.1.4.8: Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).
- PE.1.4.9: Applies skill in general activity.
- PE.1.4.10: Moves into and out of balances on apparatus with curling, twisting & stretching actions.
- PE.1.4.11: Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
- PE.1.4.12: Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.
- PE.1.4.13: Throws underhand to a large target with accuracy.
- PE.1.4.14: Throws overhand using a mature pattern in non-dynamic environments (closed skills).

- PE.1.4.15: Throws overhand to a partner or at a target with accuracy at a reasonable distance.
- PE.1.4.16: Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).
- PE.1.4.17: Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).
- PE.1.4.18: Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern.
- PE.1.4.19: Dribbles with control of ball while moving through space using a mature pattern.
- PE.1.4.20: Dribbles with the feet while moving through space with control of ball and body while increasing and decreasing speed.
- PE.1.4.21: Applies skill from third grade outcome in small-sided practice tasks.
- PE.1.4.22: Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
- PE.1.4.23: Kicks along the ground and in the air using mature patterns.
- PE.1.4.24: Volleys underhand using a mature pattern, in a dynamic environment.
- PE.1.4.25: Volleys a ball with a 2-hand overhead pattern, sending it upward, using a mature pattern.
- PE.1.4.26: Strikes an object with a short-handled implement (the students hand) while demonstrating a mature pattern.
- PE.1.4.27: Strikes an object with a short- hand- led implement (the students hand), alternating hits with a partner over a low net or against a wall.
- PE.1.4.28: Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket, using the students arm and hand), while using mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).
- PE.1.4.29: Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments.
- PE.1.4.30: Performs intermediate and advanced jump-rope skills for both long and short ropes.

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

- PE.2.4.1: Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
- PE.2.4.2: Applies the concept of closing spaces in small-sided practice tasks.
- PE.2.4.3: Dribbles in general space with changes in direction and speed.
- PE.2.4.4: Combines movement concepts with skills in small-sided practice tasks, gymnastics and/or rhythmic environments.
- PE.2.4.5: Applies the movement concepts of speed, endurance and pacing for running.
- PE.2.4.6: Applies the concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target.
- PE.2.4.7: Applies simple offensive strategies and tactics in chasing and fleeing activities.
- PE.2.4.8: Applies simple defensive strategies/tactics in chasing and fleeing activities.

- PE.2.4.9: Recognizes the types of kicks needed for different games and sports situations.

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.3.4.1: Analyzes opportunities for participating in physical activity outside physical education class.
- PE.3.4.2: Actively engages in the activities of physical education class, both teacher-directed and independent.
- PE.3.4.3: Identifies the health related components of physical fitness and provides examples of physical activities to enhance those components.
- PE.3.4.4: Demonstrates warm-up & cool- down relative to the cardiovascular fitness assessment.
- PE.3.4.5: Completes health-related physical fitness assessments (pre- & post-).
- PE.3.4.6: Identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.
- PE.3.4.7: Discusses the importance of hydration and hydration choices relative to physical activities.

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

- PE.4.4.1: Exhibits responsible behavior in independent group situations.
- PE.4.4.2: Reflects on personal social behavior in physical activity.
- PE.4.4.3: Listens respectfully to corrective feed-back from others (e.g., peers, adults).
- PE.4.4.4: Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.
- PE.4.4.5: Works safely with peers and equipment in physical activity settings.

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

- PE.5.4.1: Examines the health benefits of participating in physical activity.

GRADE FIVE GRADE-LEVEL OUTCOMES

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.5.9: Applies skill in general activity [weight transfer, rolling].
- PE.1.5.10: Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments.

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.3.5.2: Actively engages in all the activities of physical education.
- PE.3.5.3: Identify and assess the health-related components of fitness.
- PE.3.5.4: Identifies the need for warm-up & cool-down relative to various physical activities.

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

- PE.4.5.1: Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
- PE.4.5.2: Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.
- PE.4.5.3: Exhibits respect for self with appropriate behavior while engaging in physical activity.
- PE.4.5.4: Gives corrective feedback respectfully to peers.
- PE.4.5.5: Applies skills of accepting and respecting players of all skill levels to general physical activity.
- PE.4.5.6: Applies skills of safety, rules, procedures, and etiquette in general physical activities.
- PE.4.5.7: Applies safety principles with age-appropriate physical activities.

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

- PE.5.5.1: Compares the health benefits of participating in selected physical activities.
- PE.5.5.2: Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
- PE.5.5.3: Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).