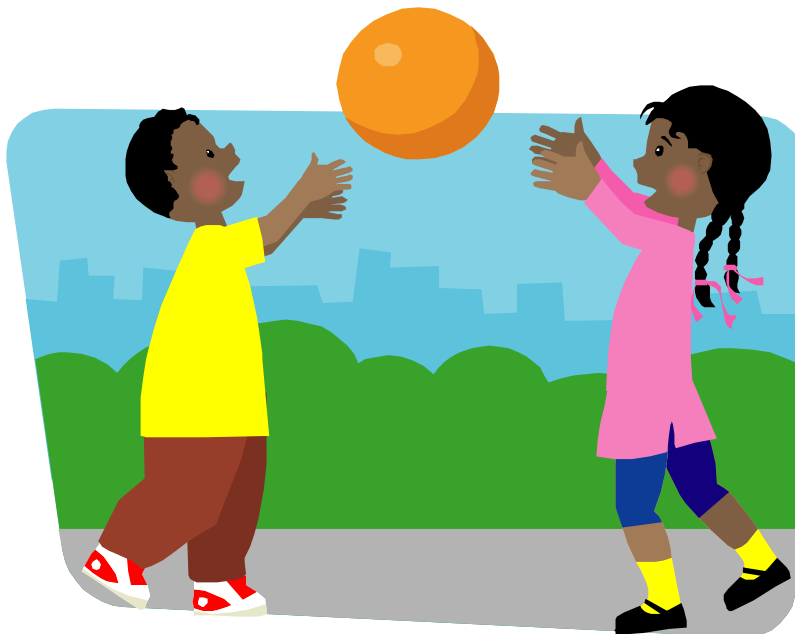


First and Second Grade Physical Education Curriculum

Maps and Pacing Guides

With Literacy Elements Embedded



Shelby County Schools

2015-2016



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

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

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

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

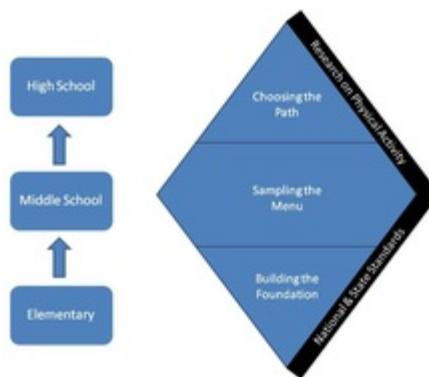
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

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

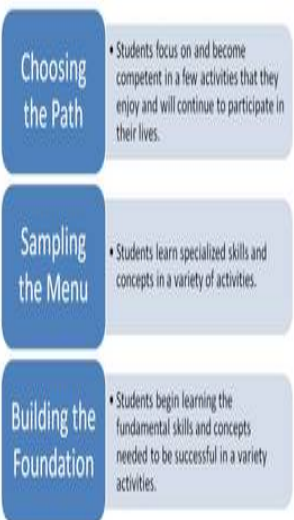
* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for Physical Education

The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.



Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



INDEX

Page	Topic
3	Overview
4	1 st – 2 nd Grade TN State Physical Education Standards Overview
5	Guiding Questions for Essential Understanding
6	Pacing Guide – Quarter 1
7	Pacing Guide – Quarter 2
8	Pacing Guide – Quarter 3
9	Pacing Guide – Quarter 4
10	Vocabulary Terms and Movement Concepts
13	I CAN Statements
15	Resources
19	First Grade ELA Journeys Skills Concepts Map for Tier I Instruction
22	Second Grade ELA Journeys Skills Concepts Map for Tier I Instruction

FIRST AND SECOND GRADE PHYSICAL EDUCATION OVERVIEW

Course Description

The primary goals of students in their first and second grade years are to master basic locomotor and non-locomotor skills and concepts. Students will be introduced to beginning manipulative skills and to the physiological changes that occur as a result of physical activity. In order to maintain a safe environment, as well as to hold productive classes, there is an increased emphasis on following directions and showing cooperation to all.

TN State Standards

1. Movement
2. Movement Concepts and Principles
3. Physical Activity
4. Fitness
5. Personal and Social Responsibility

ESSENTIAL LEARNINGS

1. Demonstrate mature form of locomotor and non-locomotor movements.
2. Demonstrate body control, using sufficient muscular strength, endurance and flexibility, while performing a variety of static and dynamic balances and movements at different speeds, pathways, and levels.
3. Demonstrate mature form of rolling, kicking, dribbling, catching, underhand throwing, and striking while using a variety of manipulatives.
4. Apply movement concepts while performing locomotor, non-locomotor, and manipulative skills.
5. Participate fully in activities related to cardiovascular fitness and muscular endurance.
6. Identify physiological changes to the body that take place due to moderate to vigorous physical activity.
7. Exhibit respect to everyone and everything.

Effective Components of an Elementary Physical Education Curriculum:

- Follows the TN State Board of Education mandate that elementary students participate for a minimum of 90 minutes of Physical Education/ Physical Activity per week, during the regular school day.
- Adheres to the other board mandates that students must attend Physical Education classes. According to SCS Board Policy, withholding a student's attendance to Physical Education class for any reason is prohibited.
- Is taught by Highly Qualified, State-licensed Physical Educators.
- Provides meaningful and differentiated activities to promote healthy lifetime habits.
- Uses positive, specific, and corrective feedback to attain growth for each individual student regardless of initial ability level.
- Have adequate resources, space, and facilities to facilitate the success of the program.
- Has objective and data driven lessons that frequently checks for student understanding and keeps students engaged in the content.
- Integrates health and common core content into movement to enhance student comprehension at all levels.

Assessments

Pre and Post Skill Assessments	Rubrics
Teacher Observation	Conferencing
Product/Performances	Peer Observation
Self-Analysis	FitnessGram Testing
Student-led Peer Modeling	Portfolio
Oral and/or Cognitive Quizzes	GLADIS*

*GLADIS – STUDENT GROWTH PORTFOLIO: Teacher's will videotape Pre and Post Testing of selected second grade students in two PERFORM and one RESPOND, CREATE, or CONNECT assessments. Teachers will provide evidence establishing growth for the individual student in the tested areas, and submit the data on an online program called GLADIS. This data will also be used to show how much growth the physical educator provided to his/her students overall.

Shelby County Schools TN State Content Standards for Physical Education K-2

Standard 1.0 – Movement

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Essential Learnings:

- 1.A - travel using body and spatial awareness, relationships and effort
- 1.B - demonstrate a mature form of locomotor skills
- 1.C - jump and land using a variety of take-off and landing patterns
- 1.D - illustrate, through movement, a wide variety of rhythmic activities that involve locomotion and non-locomotion
- 1.E - kick a ball into the air or along the ground
- 1.F - throw a ball demonstrating an overhand or underhand technique
- 1.G - catch a ball
- 1.H - strike/volley an object
- 1.I - strike an object with short and long handled implements
- 1.J - dribble a ball using the hands or feet
- 1.H - demonstrate control in weight transfer and balance activities

Standard 2.0 – Movement Concepts and Principle

A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Essential Learnings:

- 2.A - know and apply movement concepts
- 2.B - recognize the critical elements of locomotor and non-locomotor skills
- 2.C - understand the relationship between skills and movement concepts
- 2.D - recognize the critical elements of kicking, throwing, catching, striking, volleying and dribbling
- 2.E - know the movement concepts of educational gymnastics
- 2.F - know the movement concepts of rhythmic activities

Standard 3.0 – Physical Activity

A physically educated person participates regularly in physical activity.

Essential Learnings:

- 3.A - participate in daily physical activity for enjoyment
- 3.B - participate regularly in a variety of non-structured and minimally organized physical activities outside the physical education class
- 3.C - use physical education skills at recess

Standard 4.0 – Fitness

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Essential Learnings:

- 4.A - engage in sustained physical activity that causes an increased heart rate
- 4.B - recognize the physiological indicators that accompany moderate to vigorous physical activity
- 4.C - identify the components of health-related physical fitness
- 4.D - identify at least one activity associated with each component of health related physical activity

Standard 5.0 – Personal and Social Responsibility

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learnings:

- 5.A - follow, with few reminders, activity-specific rules and procedures
- 5.B - cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- 5.C - treat others with respect during physical activity
- 5.D - resolve conflicts in socially acceptable ways
- 5.E - work independently and on-task

The complete State Standards, including the Student Performance Indicators (SPIs), can be found on scsk12.org under Curriculum and Instruction as well as at www.hpelw.weebly.com.

Guided Questions for Essential Understandings

First Quarter:

1. What are some things I am responsible for doing in Physical Education class that will help me and my classmates learn?
2. What are some ways that I show respect to... teachers, classmates, custodians, and family ... when I am at school?
3. What is the difference between personal (self) space and general (shared) space?
4. How is walking different from running? Hopping from jumping? Galloping from skipping? Leaping from galloping? Sliding from galloping? Hopping from skipping?
5. How can one perform a skill without thinking about it?
6. What can I do to improve my personal best scores on my fitness/skill assessments?

Second Quarter:

1. What is the difference in my speed if I set a pace to run without stopping for 10 minutes vs running a 40 yard dash? Why?
2. What are some of the signs our body gives us that tells me I am giving my heart, lungs, and muscles a good workout?
3. How can I be a good partner when we are sharing equipment?
4. How can I help my partner be successful when we are throwing and catching different types of objects to each other?
5. When should I use the side of my foot to kick a ball? When should I use the "shoelaces" of my foot to kick a ball?
6. Tell your partner how to perform a curl-up correctly. What can your partner do differently to improve that skill? Do the same for push-ups.
7. How do I get better at throwing a ball? Catching a ball?
8. What is the difference between a frog jump and a bunny walk?

Third Quarter:

1. Why is it important to be focused when working with partners during educational gymnastics?
2. What are some ways I can make sure my group completes our project successfully?
3. Why is rhythm so important in movement and sports?
4. Why is flexibility so important to the health of our muscles and bodies?
5. What are some safety rules I need to follow whenever I am jump roping?
6. What can I do to improve my personal best scores on my fitness/skill assessments?

Fourth Quarter:

1. What can I do to improve my personal best scores on my fitness/skill assessments?
2. How does exercise improve my mood?
3. When is striking used in games and sports?
4. What do I need to remember about using long or short handled implements when striking an object?
5. Why is it important to consider enjoyment and wellness when choosing activities to use in your personal fitness plan?
6. How do I keep my level of fitness the same or better over the summer months?

FIRST QUARTER PACING GUIDES		
Content/Skill/Topic	SPIs	Suggested Timeline
Rules, Procedures, Routines	1.1.5, 5.1.1, 5.2.1, 5.2.3	2 – 3 lessons, developed throughout the year
Asthma Education	Health	1 lesson
Pre-Testing (videotaping) of locomotor skills (walk, run, hop, jump, skip, gallop, slide); Pre-Testing (videotaping) of second perform skill (kicking, throwing, or catching) as chosen by the PE Teacher	1.1.1, 1.2.2, 2.1.2, 2.2.1, 3.1.2	2 - 4 lessons
General space, personal space	1.2.2, 1.2.21, 2.1.1, 5.2.1	1 lesson, developed throughout the year
Formations, transitions	1.2.2, 2.1.1	1 lesson, developed throughout the year
Speeds: slow, medium, fast Levels: low, medium, high	1.2.2	1 lesson, developed throughout the year
Body control, body awareness	1.1.3, 1.2.2	1 lesson, developed throughout the year
Balance: Static and Dynamic	1.1.3, 2.1.4	1 lesson, developed throughout the year
Chasing, Fleeing, Dodging	1.2.1	1 lesson, developed throughout the year
Individual Manipulative work (eye-hand coordination: underhand tossing and catching)	1.2.1, 1.2.12, 3.1.2	2 lessons, developed throughout the year
Post-Testing (videotaping) of locomotor skills	1.1.1, 1.2.2, 2.1.1, 2.1.2, 2.3.2	2 lessons
Safety Drills for Weather Related Emergencies	3.1.1	1 lesson, reviewed periodically throughout the year
Directions: Cardinal directions (North, South, East, West), In, Out, Forwards, Backwards, Sideways, Around, Over, Under, Through, Left, Right, Diagonal, Above, Below, Beside, On, Off	2.1.1	2 lessons, developed throughout the year
ELA SPOTLIGHTS: ABC Order: Fact, Fiction, or Fairy Tale: Sentence Structure; Journaling, Vocabulary		

An aspect of these ELA Spotlights are to be brought into each lesson. The First and Second Grade ELA Journeys Skills Concepts Map for Tier 1 Instruction can be found on pages 19 and 22. Examples of how to easily incorporate these skills will be found beginning on page 26 as well. Each quarter brings new literacy elements upon which to focus, but Vocabulary and Journaling should be done throughout the year.

SECOND QUARTER PACING GUIDES		
Content/Skill/Topic	SPIs	Suggested Timeline
Pre-testing of Fitnessgram fitness skills: Pacer, Sit-and-Reach, Curl-ups, Push-ups	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	3 lessons
Pacing	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6	1 lesson, developed throughout the year
Pathways: horizontal, vertical, diagonal, circular, curved, zig-zag	1.2.2	2 lessons, developed throughout the year
Michigan Model	Health	2 – 4 lessons
Rolling a ball	1.1.2	1 lesson, developed throughout the year
Kicking a ball: side of foot, kicking a rolled ball, punting a ball	1.1.2, 1.2.11, 1.2.16	1 - 2 lessons, developed throughout the year
Animal Walks: Crab, Kangaroo, Seal, Bunny, Frog, Bear,	1.2.9	1 lesson, developed throughout the year
Jumping and Landing – Standing Broad Jump, Leaping	1.1.3, 1.2.3, 2.1.4	1 lesson, developed throughout the year
Partner Work: underhand toss, chest, bounce, lob passes, overhand throws	1.1.2, 1.2.1	2 lessons, developed throughout the year
Educational Gymnastics: Log Rolls, Symmetrical and Asymmetrical body balances, Partner Balances	1.1.3, 1.2.11.2.18, 1.2.19, 1.2.21, 2.1.4, 2.3.1, 4.2.4, 5.1.1	2 – 4 lessons
Pre-Test: Create (in a small group) a simple 3 sequence movement routine (videotape); OR: Pre-test a Response or Connect activity	1.2.5, 1.2.17, 1.2.21, 1.3.1, 5.1.2, 5.3.1, 5.3.2	1 lesson, developed throughout the quarter
VIDEO Post-Test: Perform the simple 3 sequence movement routine	1.2.5, 1.2.17, 1.2.21, 1.3.1, 5.1.2, 5.3.1, 5.3.2	1 lesson
**VIDEO Pre-Test: Video students performing one of the skills to be assessed for the portfolio this year: kicking, throwing, or catching.	1.1.2, 1.2.11, 1.2.16, 2.2.12, 3.1.2	1 – 2 lessons
ELA Spotlight: Synonyms and Antonyms; Suffixes and Prefixes; Contractions; Compound Words; Vocabulary; Journaling		

THIRD QUARTER PACING GUIDE		
Content/Skill/Topic	SPIs	Suggested Timeline
Asthma Education Reviewed	Health	1 lesson
Partner Work: Lead the pass, move to the open spot	1.1.2, , 1.2.12, 1.2.12, 1.2.13, 2.3.2	2 lessons, developed throughout the quarter
Application of movement concept: moving to open spot to receive a pass	1.1.2, , 1.2.12, 1.2.12, 1.2.13, 2.3.2	2 lessons, developed throughout the year
Application of movement concept: force and speed (know your receiver)	1.1.2, , 1.2.12, 1.2.12, 1.2.13, 2.3.2	1 lesson, developed throughout the year
Rhythms and Dance	1.1.4, 1.2.7, 1.2.10, 2.1.5, 2.2.5	2 – 4 lessons, developed throughout the semester
Pacing Reviewed	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6	1 lesson
Cardiovascular Fitness and Muscular Endurance (Maximum Heart Rate, Target Heart Rate)	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	1 lesson, developed throughout the year
Dribble a ball with hands	1.2.16	1 lesson, developed throughout remainder of the year
Individual Jump Rope	1.1.3, 1.2.3, 1.2.4	2 – 4 lessons
Long Jump Rope	1.1.3, 1.2.3, 5.1.1	2 – 4 lessons
Application of movement concepts: 2 v 1 Defense	1.1.2, , 1.2.12, 1.2.12, 1.2.13, 2.3.2	2 lessons, developed throughout the year
Create a Small Group Jump Rope Routine OR Dance Routine	2.1.17, 5.1.2, 5.2.2, 5.2.4, 5.3.1	1 – 2 lessons
Jump rope or Dance routines: objective-driven, guided practices	2.1.17, 5.1.2, 5.2.2, 5.2.4, 5.3.1	2 – 3 lessons
ELA Spotlight: Compare/Contrast Adjectives; Compare/Contrast Kinds of Sentences; Emotion Words; Pronouns: First or Second Person Voice; Vocabulary; Journaling		

FOURTH QUARTER PACING GUIDE		
Content/Skill/Topic	SPIs	Suggested Timeline
Post Test: Fitnessgram fitness tests (Pacer, Sit-and-Reach, Curl-ups, Push-ups)	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	2 lessons
VIDEO Post-Test: Video students performing the same pre-videoed skill from the 2 nd Quarter	1.1.2, 1.2.11, 1.2.16, 2.2.12, 3.1.2	1 – 2 lessons
Striking Lead up Games: Wall Ball, Four Square, 6-v-6 Tee Ball, All Run Kickball	1.1.2, 1.2.14, 1.3.2, 2.2.2	2 – 4 lessons
Striking with short/long handled implements	1.2.15, 2.2.2	1 – 4 lessons
Journaling emotions during physical activity	3.2.1, 3.2.2, 3.3.1, 3.3.2, 4.1.5	1 – 3 lessons
Relay Race formations	1.1.1, 1.2.1, 1.2.2, 2.1.2, 2.2.1, 3.1.2	1 lesson
Pacing for sprints/Pacing for endurance	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	1 lesson
Personal Fitness Planning	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	1 lesson
Physiological Changes with Physical Activity	4.1.2, 4.2.2	1 lesson, developed throughout the quarter
FITT Principle	3.1.3, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.2.2, 4.2.5, 4.2.6, 4.2.7, 5.1.1	1 lesson, developed throughout the quarter
Field Day	3.1.2, 3.2.2, 4.1.1, 4.1.5, 4.2.1, 4.2.4, 5.1.2, 5.2.2, 5.2.3, 5.2.4, 5.3.1, 5.3.2	1 - 2 lessons
ELA Spotlight: Opinions; Main Idea; Infer, Deduct and Induct Story Structure and Predict the Outcome; Vocabulary; Journaling		

Physical Education Vocabulary Terms and Movement Concepts

Many of these terms share multiple meanings. The definitions given in the following pages are how the terms/concepts are used in a Physical Education environment.

Word or Movement Concept	Definition
4 Cornerstones of Behavior	Play Safe, Play Friendly, Play Fair, and Work Hard
Balance	To keep body control when placing your body weight on specific body parts while in motion or when stationary.
Body Control	Choosing the correct speed and type of movement so that when you move or freeze your body (including mouth and mind) in general and personal space, you, and all others around you, are safe and able to learn.
Boundaries	Lines or cones that mark the area in which to play a game.
Cardinal Directions	North, South, East, West
Conflict Resolution	Using peaceful, quiet voices to listen to one another to try to find a way to solve the problem.
Effort	The amount of work, force, power, put into a job or movement.
Fine Motor	Movements that involve the smaller muscles in the hand, eyes.
FITT Principle	Frequency (number of times per week we exercise), Intensity (working at 60-80% of our target heart rate), Time (length of time spent daily when we exercise), and Type (Aerobic vs Anaerobic).
Gallop	Taking a step and a hop with only one foot forward throughout the movement. The back foot stays behind the lead foot when performing the hop. Both feet are momentarily off the ground simultaneously during part of the movement.
General Space	Space that is shared by everyone.
Gross Motor	Movements that involve the large muscles in the body.
Hop	Maintaining balance on one leg, pushing into the air from that one leg and landing on it repeatedly, while moving about in general space or staying in personal space.
Jog	To run at a slower pace, usually performed when having to run for a long time or to go a far distance.
Jump	Maintaining balance on two legs, momentarily leaving the ground and landing with both feet simultaneously throughout the entire motion.
Leap	To jump off of one foot, stretching the opposite foot forward to land over an obstacle on that opposite foot. This is usually done while in the middle of a running stride.

Word or Movement Concept	Definition
Levels (of Movement)	High, Medium, and Low
Lifetime Wellness	Developing healthy habits to follow your entire life. These habits include the types of food and amounts that we eat; the ways we exercise to stay strong, flexible, and moving; and making good choices for our physical (work, social) and emotional environments.
Locomotor	8 basic modes of movement: walk, run, jump, hop, gallop, skip, leap, and slide.
Maximum	The most.
Minimum	The least.
Non-locomotor	Movements done while stationary: Bend, Curl, Sway, Swing, Stretch, Twist, Turn
Pace or pacing	The appropriate speed and effort to put into an activity to allow you to be successful. For example, when sprinting a short distance, your pace will be to run as fast as you possibly can and still maintain body control. However, when running for distance, you will want to slow down your pace to allow you to go as far as you can, while still achieving personal best times.
Pathways (of Movement)	Straight, Curved, Zig-Zag, Forward, Backward, Sideward, Around, Over, Under, Through, Behind, Front, On, Off, Inside, Outside
Perimeter	Outside edges of the boundaries.
Personal Differences	Though people are very similar in so many ways, we are also unique and are raised with different expectations or experiences. We have different likes and dislikes. These differences are neither right nor wrong, but can bring us to view the world we share in a new light. We will show respect to one another and learn to find value in each other.
Personal Space	Space that is occupied by one person and should be respected by others.
Physiological Changes	Changes our bodies go through when we are exercising in a manner that will give our heart, lungs, and muscles maximum benefit.
Pulse	The heart beat that can be felt at the neck, chest, or wrist.
Respect	Treating others with kindness and courtesy, sharing space and equipment nicely, looking to do no harm, but instead doing what is good for all.
Run	Moving in a primarily upright position, using alternate feet. There is a moment when neither foot is in contact with the ground when shifting weight from one foot to the other during the stride.

Word or Movement Concept	Definition
Skip	Alternating both feet, taking a step then a hop before switching to the other foot, staying airborne momentarily between the hop and step as well as when switching feet.
Slide	Moving with feet, hips, and shoulders all pointed at a 90degree angle from the direction that the body is moving. Both feet will be momentarily off of the ground simultaneously in the motion.
Speed (of Movement)	Slow, Medium, and Fast
Sprint	To run as fast as you can.
Stride	The length our feet separate when shifting our weight from one leg to the other when walking or running. Our stride is impacted by the speed and distance we intend to travel.
Strike/striking	<ol style="list-style-type: none"> 1. To knock all 10 bowling pins down with the first roll of a ball in a frame. 2. To hit or kick an object with either a body part (ie hand, head, or foot) or an implement.
Walk	Striding in an upright position, using alternate feet. Both feet are in contact with the ground when shifting weight from one foot to the other during the stride.

I CAN STATEMENTS

I CAN statements are one way to put the objectives of the lesson into student friendly language to help solidify the message for the students. It is suggested that teachers create their own I CAN statements for each lesson that will help the students more fully comprehend the material being taught. The following statements are drawn from the "Checks for Understandings" bullet points from the TN Physical Education Standards as established by the TN Board of Education.

I can listen to and follow directions the first time they are given.

I can stop my body, equipment, and mouth on the teacher's signal. I can look at the teacher and focus my mind on the instructions.

I can play safe, play friendly, play fair, and work hard.

I can share equipment and space safely and nicely.

I can respect everyone and everything.

I can be in control of my body and mouth at all times.

I can travel safely at different speeds, levels, and pathways.

I can walk, run, jump, hop, gallop, skip, slide, and leap.

I can tell you what is the same and what is different between the locomotor skills.

I can jump and land using a variety of take-off and landing patterns.

I can kick a ball along the ground and into the air.

I can throw a ball or other objects in an underhand method.

I can throw a ball or other objects in an overhand method.

I can throw a ball or other objects using a variety of methods: underhand, overhand, lob, chest pass, or bounce pass.

I can dribble a ball using my hands or feet.

I can catch a ball or other objects by tracking it with my eyes and keeping my hands open and ready to receive.

I can strike and volley an object.

I can strike an object with short or long handled implements.

I can maintain my balance when I transfer my weight from one side of my body to the other, whether performing stationary (static) or fluid (dynamic) activities.

I can improve my skills by applying movement concepts of speeds, levels, and pathways to chasing, fleeing, and dodging games as well as to other game like situations.

I can apply movement concepts of balance, effort, force, and speed to move safely in personal (self) and general (shared) space.

I can look for ways to stay moving and active when I am at home or away from school.

I can use the four cornerstones (play safe, play friendly, play fair, and work hard) when at recess or at home.

I can recognize the changes that occur in my body when I am moving actively enough to be heart healthy.

I can find my pulse to monitor my heart beats per minute.

I can work independently and stay on-task to achieve success.

I can work cooperatively with my partner or small group members to accomplish our group task.

I can be prepared for Physical Education class by wearing tennis shoes and appropriate clothing.

I can eat 5 servings of vegetables/fruits daily, stay hydrated (drink lots of water), and live an active life to be the healthiest, strongest person I can be.

Resources Available Throughout the District:

Online :

<http://www.scsk12.org>

<http://www.hpelw.weebly.com>

<http://www.tennesseestandards.com>

www.tennesseeassessments.com

www.pecentral.org

www.sparkpe.org

www.scholastic.com (build your own webpage to be placed on school's homepage as a link.)

www.bowlersed.com

www.mypyramid.gov

www.cdc.gov

www.pelinks4u.org

www.classroomteacher/integratedlessonideas.com

www.linelinks.com

www.sportsmedia:PElinks.com

www.lessonplanz.com

www.teacher.netlessonplans.com

www.rainydaylessonplans.com

www.discoveryeducation.com

www.teachablemoments.com

Books:

- Children Moving: A Reflective Approach to Teaching Physical Education, George Graham, Shirley Holt-Hale, and Melissa Parker, 5th edition, Mayfield Publishing, 1998. (CM)
- Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment, Christine J. Hopple, Human Kinetics Publishers, Inc., 1995. (TFOinEPE)
- Interdisciplinary Elementary Physical Education, Theresa Purcell Cone, Peter Werner, Stephen L. Cone, 2nd edition, Human Kinetics Publishers, Inc., 2009 (IEPE)
- Character Education, Don R. glover, MA, Leigh Ann Anderson, MA, Human Kinetics Publishers, Inc., 2003. (CE)
- Station Games, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG)
- Fitness Fun 85 Games and Activities for Children, Emily r. foster, Karyn Hartinger, Katherine A. Smith, Human Kinetics Publishers Inc., 1992. (FFIT)
- Multicultural Games, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)
- Games for the Whole Child – Social, Emotional, Cognitive, Physical, Brian Barrett, Human Kinetics Publishers, Inc., 2005. (GWC)
- Great Games for Young People, Marilee A. Gustafson, sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. (GGYP)
- Essentials of Team Building – Principles and Practices, Daniel W. Midura, Donald R. Glover, Human Kinetics Publishers Inc., 2005. (ETB)

- No Standing Around in My Gym – Lesson Plans, Games, and Teaching Tips for Elementary Physical Education, J.D. Hughes, Human Kinetics Publishers Inc., 2003. (NSAMG)
- P.E. Teacher’s Skill by Skill Activities Program – SUCCESS ORIENTED Sports Experiences for Grades, L.F. “Bud” Turner, Susan Lilliman Turner, Parker Publishing Co. Inc., 1989. (*Skill by Skill*)
- Active Bodies, Active Brains – Building Thinking Skills Through Physical Activities, Mary Ellen Clancy, Human Kinetics Publishers Inc., 2006. (AB)
- Physical Education Assessment Toolkit, Liz Giles-Brown, Human Kinetics Publishers Inc., 2006. (PEAT)
- PE Stations Survival Guide – For Planning Best Activity Stations Ever, Connie M. Crawford, Great American Publishing Co., 2007. (FDSG)
- National Association for Sport and Physical Education. (2004). Moving Into the Future: National Standards for Physical Education (2nd edition), Reston, VA: Author. (*M into F*)
- National Association for Sport and Physical Education. Standards-Based Assessment of Student Learning, a comprehensive approach (Second edition), Leslie T. Lambert, Ph.D. Reston, VA. 2007. (*M into F*)
- National Association for Sport and Physical Education. (2008). PE-METRICS: Assessing the National Standards, Standard 1: Elementary. Reston, VA: Author. (*Metrics*)
- National Association for Sport and Physical Education. (2009). PIPEline Instructional Practices: K-12 Physical Education. Reston, VA: Author. (*PIPEline Workshop*)

DVD’s or Videos:

- ***Yoga for Kids***
- ***Discover Me***
- ***20 Critical Thinking and Problem Solving Activities***
- ***Jumping with Jump Bands***
- ***In-School Bowling Instructional Video***
- ***Ready, Set, Jump (AHA)***
- ***Born to Move***
- ***Kids Get Fit***
- ***You’ve Got to Move***
- ***Christy Lane’s Latin Dancing***
- ***Geomotion***
- ***Sportstacking***
- ***Totally Healthy You***

Music:

- Square Dance CD Mav 1050
- International Folk Dance Mixer
- Folk Dance for Beginner’s
- Alligator Purse
- J.U.M.P.

- All Time Favorite Dances
- Chinese Ribbon Dance
- Streamer and Ribbon Activities
- Red Hot Peppers
- Dances Around the World
- We All Live Together
- Folk Dance Fun
- Perceptual Motor Rhythm Games
- Everybody Dance
- Station to Station
- Lively Lummi Stick Music

Cross-Content Connections:

English: communication, following directions, listening skills

Health: body systems, first aid, problem solving, decision-making, peer pressure, wellness, health, fitness, nutrition, drugs and alcohol, mental, emotional, social and family health, disease prevention, community, consumer and environmental health issues

Social Studies: laws, rules, cooperation/conflict, cooperation/conflict, community

Dance: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Music: beats, rhythms, syncopation, timing

Character Education: cooperation, self esteem, values, personal accountability, personal responsibility, respect, conflict resolution

First Grade ELA Journeys Skills Concepts Map for Tier I Instruction

Unit/ Lesson	Vocabulary	Comprehension	Text Type(s)	Phonics/Spelling	Fluency	Grammar/Writing	Other
1,1	Classify/ Categorize	Main idea, Summarize	Informational, Poetry	Short a (P & S), Consonants n, d, p, f	Accuracy: word recognition	Narrative, Nouns	Topic: Friendship; Have a good discussion
1,2	Context clues	Understanding characters, Infer/predict	Literature, Informational	Short i (P & S), Consonants r, h, /z/s, b, g; phonogram -it	Accuracy: words in connected text	Narrative, Possessives	Topic: Storms; Ask and answer questions
1,3	Multiple- meaning words	Sequence of events, Monitor/clarify	Literature, Informational	Short o (P & S), Consonants l, x; inflection -s	Phrasing: punctuation	Narrative, Action verbs (present tense)	Topic: School; Use visuals
1,4	ABC order	Text and graphic features, Question	Informational, Literature	Short e (P & S), Consonants y, w, k, v, j; phonogram -et	Intonation	Narrative, Action verbs in present tense	Topic: Neighborhoods; Use text features
1,5	Synonyms	Story structure, Analyze/evaluate	Literature, Informational	Short u (P & S), Consonants qu, z	Accuracy: self- correct	Narrative, Action verbs in present tense	Topic: Trains; Class report
2,6	Shades of meaning	Understanding characters, Summarize	Literature (both)	Short a (P & S), Ck; phonogram -ack	Expression	Informative, Complete sentences	Topic: Lessons learned; Ask and answer questions about stories
2,7	Using a glossary	Main idea and details, Infer/Predict	Informational (both)	Short i (P & S), Blends with r; phonogram -ip	Rate	Informative, Commas in series	Topic: Animal communication; Compare and contrast texts
2,8	Define words	Sequence of events, Analyze/evaluate	Literature, Informational	Short o (P & S), Blends with l; phonogram -ock	Phrasing: natural pauses	Informative, Statements	Topic: Music; How to make a musical instrument
2,9	Antonyms	Text and graphic features, Question	Informational, Literature	Short e (P & S), Blends with s	Accuracy: word recognition	Informative, Singular and plural nouns	Topic: Humor; Questions from media
2,10	Synonyms	Story structure, Visualize	Literature (both)	Short u (P & S), Final blends; phonogram -ump	Stress	Informative, Articles	Topic: Caring for a friend; Discuss feeling words

Unit/ Lesson	Vocabulary	Comprehension	Text Type(s)	Phonics/Spelling	Fluency	Grammar/Writing	Other
3,11	Classify and categorize	Author's purpose, Analyze/evaluate	Informational (both)	Digraph th (P & S), base words with -s, -es, and -ed	Phrasing: punctuation	Informative, Proper nouns	Topic: Life in the ocean; Facts about ocean animals and habitats
3,12	Homophones	Sequence of Events, Question	Literature, Informational	Digraphs ch, tch (P & S), Possessives with 's; phonogram -atch	Rate	Informative, Commands	Topic: Jungle animals and farm animals; Giving clear descriptions
3,13	Word endings -ed, -ing, or -s	Cause and effect, Visualize	Informational (both)	Digraphs sh, wh, ph (P & S), Contractions with 's, n't	Accuracy: word recognition	Informative, Subjects and Verbs	Topic: Changes with the seasons; Compare and contrast texts
3,14	Shades of meaning	Conclusions, Infer/predict	Literature, Informational	Long a (CVCe) (P & S); phonogram -ake; soft c, g, dge; phonogram -ace	Expression	Informative, Verbs and time	Topic: Rules; Speaking about a topic
3,15	Suffixes -er, -est	Compare and contrast, Monitor/clarify	Literature, Informational	Long i (CVCe) (P & S); digraphs kn, wr, gn, mb; phonograms -ine, -ite	Intonation	Informative, The verb be	Topic: Comparing birds and mammals; Answer questions from media
4,16	Suffixes -y, -ful	Main idea and details, Question	Informational (both)	Long o, long u	Stress	Narrative, Questions	Topic: Astronauts
4,17	Define words	Compare and contrast, Visualize	Literature, Informational	Long e (CV, CVCe); vowel pairs ee, ea; final ng, nk; phonograms -ean, -ink	Phrasing: punctuation	Narrative, Compound sentences	Topic: Ways to travel
4,18	Multiple-meaning words	Author's purpose, Summarize	Informational, Literature	Vowel pairs ai, ay; contractions 'll, 'd; phonograms -ay, -ay	Expression	Narrative; Names of months, days, holidays	Topic: Growing food
4,19	Synonyms	Sequence of events; Monitor/clarify	Informational (both)	Vowel pairs oa, ow; phonograms -ow, oat; contractions 've, 're	Intonation	Narrative; Future tense	Topic: Learning about the past
4,20	Compound words	Cause and effect; Infer/predict	Literature (both)	Compound words; short vowel e spelled ea	Rate	Narrative; Prepositions and prepositional phrases	Topic: Feelings

Unit/ Lesson	Vocabulary	Comprehension	Text Type(s)	Phonics/Spelling	Fluency	Grammar/Writing	Other
5, 21	Prefix re-	Story structure, Analyze/evaluate	Literature, Informational	r-controlled vowel ar (P & S); r-controlled or, ore; phonograms – ar, -ore	Phrasing: natural pauses	Narrative, Subject pronouns	Topic: Gardens; Giving clear explanations
5, 22	Using the dictionary	Conclusions, Visualize	Informational, Literature	r-controlled vowels er, ir, ur (P & S)	Accuracy: connected text	Narrative, Pronouns I and me	Topic: Animals with spots or stripes; Using text features
5, 23	Define words	Cause and effect, Monitor/clarify	Literature (both)	Vowel digraph oo (P & S); syllable pattern CVC	Stress	Narrative, Possessive pronouns	Topic: Taking care of a pet; Speaking to express and opinion
5, 24	Multiple- meaning words	Sequence of events, Question	Informational (both)	Vowel digraphs oo, ou, ew (P & S); spelling patterns ue, u, u_e	Expression	Narrative, Indefinite pronouns	Topic: Life cycle of a tree; Life cycle report
5, 25	Synonyms and Thesaurus	Understanding characters, Summarize	Literature, Informational	Vowel diphthongs ou, ow (S & P); vowel combinations oi, oy, au, aw	Phrasing: punctuation	Narrative, Contractions	Topic: People from other countries; Speaking about a topic
6, 26	Figurative language	Compare and contrast, Monitor/clarify	Literature, Informational	Base words ending – ed, -ing (P & S); long e spelled y, ie	Accuracy: self- correct	Opinion; Exclamations	Topic: Art; Ask and answer questions from media
6, 27	Emotion words	Author’s purpose, Analyze/evaluate	Informational, Literature	Base words with inflections –er, -est (P & S); syllable -le	Intonation	Opinion; Kinds of sentences	Topic: Trying your best; How-to report
6, 28	Homographs	Story structure, Infer/predict	Literature, Informational	Long i spelled igh, y, ie (P & S); inflections – ed, -ing, -er, -est, -es; phonograms -ight, -y	Phrasing: natural pauses	Opinion; Kinds of adjectives	Topic: Weather; Discuss stories/compare and contrast
6, 29	Prefix -un	Understanding characters, Visualize	Literature (both)	Suffixes –ful, -ly, -y (P & S); long vowel spellings for a, e, i, o, u	Expression	Opinion; Adverbs	Topic: How insects can help; Using visuals
6, 30	Suffix -ly	Main idea and details, Summarize	Informational (both)	Syllable pattern CV (P & S)	Rate: adjust to purpose	Opinion; Adjectives that compare	Topic: Teamwork; Ask and answer questions about text

Second Grade ELA Journeys Skills Concepts Map for Tier I Instruction

Unit/Lesson	Vocabulary Strategies	Comprehension Skill/Strategy	Type(s) of Texts	Phonics	Fluency	Spelling, Grammar, Writing	Topic
1,1	Alphabetical Order	Sequence of Events, Infer/Predict	Realistic Fiction Informational Text	Short Vowels (a, i) CVC Syllable Pattern	Accuracy: Word Recognition	S- Short Vowels <i>a, i</i> G- Subjects and Predicates W- Narrative: Sentenced That Tell a True Story	Topic: Animal Traits
1,2	Using a Glossary	Compare/Contrast, Question	Informational Text Poetry	Short Vowels (o, u, e) CVC Syllable Pattern	Accuracy: Words in Connected Text	S- Short Vowels: <i>o, u, e</i> , G- Simple Sentences W- Narrative: Friendly Letter	Topic: Family Time
1,3	Multiple-Meaning words	Author's Purpose, Analyze/Evaluate	Informational Text	Long Vowels (a, i) Sounds for c	Accuracy: Self Correct	S- Long Vowels <i>a i</i> G- Types of Sentences W- Narrative: Sentences That Describe	Topic: Animal Traits
1,4	Context Clues	Cause and Effect, Summarize	Humorous Fiction Fable	Long Vowels (o, u, e) Sounds for g	Intonation	S- Long Vowels <i>o, u</i> G- What is a noun? W- Narrative: True Story	Topic: Getting Along with Others
1,5	Base Words and Endings: -ed, -ing	Story Structure, Visualize	Realistic Fiction	Consonant Blends with (r, l, s)	Phrasing: Punctuation	S- Consonant Blends <i>r, l, s</i> , G- Singular and Plural Nouns W- Narrative: True Story	Topic: Places Around Town
2,6	Base words and prefixes un-, re-	Text and Graphic Features Question	Informational Text	Common Final Blends nd, ng, nk, nt, ft,	Expression	S- Common Final Blends <i>nd, ng, nk, ny, ft, xt, mp</i>	Topic: Animal Homes

				xt, mp		G -More Plurals W - Informative Writing: Informational Paragraph	
2,7	Homophones	Conclusions Analyze/Evaluate	Realistic Fiction Informational text	Double Consonants and ck; Double Consonants (CVC)	Accuracy: Connected Text	S - Double Consonants and ck G - Proper Nouns W - Informative Writing: Informational Paragraph	Topic: Agriculture
2,8	Compound words	Main Idea and Details Visualize	Informational Text Poetry	Consonant Digraphs with th, sh, wh, ch, tch, Base words with endings -s, -ed, -ing	Rate	S - Words with th, sh, wh, ch, tch, G -What is a verb? W - Informative Writing: Informational Paragraph	Topic: Weather
2,9	Synonyms	Understanding Characters Summarize	Folktale Traditional Tale	Base Words with Endings -ed, -ing, CV Syllable Pattern	Phrasing: Punctuation	S -Base Words with Endings -ed, -ing G - Verbs in the Present W - Informative Writing: Instructions	Topic: Traditional Tales
2,10	Base words and suffixes	Fact and Opinion Monitor/Clarify	Informational Text	Contractions	Stress	S - Contractions G - Verbs in the Present, Past, and Future W -Informative Writing: Instruction	Topic: Ocean Life

3, 11	Prefixes	Conclusions Infer/Predict	Humorous Fiction Informational Text	Base words and Endings –s, -es	Expression	S -Base words and Endings with –s, -es G -Compound Sentences W -Opinion Writing: Persuasive Letter	Topic: Animal and Human Interactions
3,12	Figurative Language Idioms	Text and Graphic features Question	Informational Text Song	Vowel Digraphs Ai, ay	Adjust Rate to Purpose	S -Vowel digraphs ai, ay G -Expanding/ Rearranging Compound Sentences W -Opinion Writing: Opinion Paragraph	Topic: Music
3, 13	Using a Dictionary	Main Idea and Details Analyze/Evaluate	Informational Text	Vowel Digraphs ee, ea	Accuracy: Self correct	S -Vowel Digraphs ee ea G -Quotation Marks W -Opinion Writing: Persuasive Paragraph	Topic: School Differences
3, 14	Suffix -ly	Author's Purpose Summarize	Biography Informational Text	Long O (o, oa, ow)	Natural Pauses	S -Long O (o,oa,ow) G - Using Proper Nouns W -Opinion Writing: Persuasive Writing	Topic: Special Ways to Communicate
3, 15	Root Words	Cause and Effect Monitor/Clarify	Humorous Fiction Reader's Theater	Compound words The Schwa Vowel Sound	Accuracy: Connected text	S -Compound Words and The Schwa Vowel Sound G - Abbreviations W -Opinion Writing Persuasive Essay	Topic: Personal Safety
4, 16	Homographs	Story Structure Infer/Predict	Realistic Fiction Informational	Base Words and Endings	Rate	S -Base Words and Endings –ed, -ing	Topic: Helping Others

			Text	-ed, -ing		G -Pronouns W -Narrative Writing: Story Paragraphs	
4, 17	Antonyms	Sequence of Events Visualize	Realistic Fiction Biography	Long I (I, igh, ie, y)	Stress	S - Long I (I, igh, ie, y) G - Subject-Verb Agreement W -Narrative Writing: Story Paragraph	Topic: Never Give Up
4, 18	Suffixes -y and -ful	Understanding Character Analyze/Evaluate	Biography Poetry	The Long e Sound for y Changing y to i	Expression	S - The Long e Sound for y, changing y to i G - The Verb <i>BE</i> W -Narrative Writing: Descriptive Paragraph	Topic: Reading and Writing
4, 19	Shades of Meaning	Text and Graphic Features Question	Humorous Fiction Play	Words with ar	Phrasing: Punctuation	S -Words with ar G - Commas in dates and places W - Narrative Writing: Fictional Story	Topic: Signs
4, 20	Prefix over-	Compare and Contrast Monitor /Clarify	Fantasy Biography	Words with or, ore	Intonation	S -Words with or, ore G -Commas in a Series W - Narrative Writing: Fictional Narrative	Topic: Heroic Contributions
5, 21	Dictionary Entry	Main Idea and Details Infer/Predict	Narrative Nonfiction Informational Text	Words with er Words with ir, ur	Natural Pauses	S -Words with er, Words with ir, ur G - What is an adjective? W - Informational	Topic: Animal Development

						Writing: Problem-Solution Paragraph	
5, 22	Idioms	Understanding Characters Question	Realistic Fiction Informational Text	Homophones: Base Words and Endings –er, -est	Accuracy: Self Correct	S- Homophones: Base Words and Endings –er, -est G- Using Adjectives W- Informative Writing: Compare and Contrast Paragraph	Topic: Following Directions
5, 23	Compound Words	Conclusions Summarize	Narrative Fiction Informational Text	Suffixes –y, -ly, --ful Final Stable Syllables –tion, -ture	Rate: Adjust Rate to Purpose	S- Suffixes –y, -ly, --ful Final Stable Syllables –tion, -ture G- Irregular Verbs W- Informative Writing: Informational Paragraph	Topic: Visual Arts
5, 24	Antonyms	Cause and Effect Visualize	Folktale Traditional Tale	Prefixes re-, un-, over-, pre-, mis-, Silent Consonants	Expression	S- Prefixes re-, un-, over-, pre-, mis-, Silent Consonants G- Irregular Action Verbs W- Informative Writing: Research Report	Topic: Traditional Stories
5, 25	Using Context	Text and Graphic Features Monitor/Clarify	Informational Text	Words au, aw, al, o, a	Phrasing: Punctuation	S- Words with au, aw, al, o, a G- More irregular Action Verbs W- Informative Writing: Research Report	Topic: Life Cycle
6, 26	Multiple-Meaning	Story Structure Infer/Predict	Fantasy Informational	Words with oo, ew, ue, ou	Accuracy: Connected	S- Words with oo, ew, ue, ou	Topic: Life Cycle

	Words		Text		Text	G- Contractions W- Opinion Writing: Response Poem	
6, 27	Shades of Meaning	Fact and Opinion Question	Biography Informational text	Words with oo (book)	Intonation	S- Words with oo (book) G- What is an Adverb? W- Opinion Writing: Opinion Paragraph	Topic: Fossils
6, 28	Classify/ Categorize	Sequence of Events Analyze/Evaluate	Fairy Tale	Vowel Diphthongs ow, ou	Phrasing: Natural Pauses	S- Vowel Diphthongs ow, ou G- Possessive Nouns W- Opinion Writing: Response Paragraph	Topic: Traditional Stories
6, 29	Antonyms	Understanding Characters Summarize	Folk Tale	Reading Longer Words with Long Vowels a and I; Vowels Diphthongs oi, oy	Expression	S- Reading Longer Words with Long Vowels a and I; Vowels Diphthongs oi, oy G- Possessive Pronouns W- Opinion Writing: Response Essay	Topic: Traditional Stories
6, 30	Root Words	Compare and Contrast	Informational Text	Reading Longer Words with Long Vowels o and e Final Stable syllable -le	Rate: Adjust Rate to Purpose	S- Reading Longer Words with Long Vowels o and e Final Stable syllable -le G- Choose between Adjectives and Adverbs W- Opinion Writing: Response Essay	Topic: Historical Figures and Documents

EXAMPLES OF HOW TO INCORPORATE ASPECTS OF LITERACY IN EACH LESSON

Anytime you are able to find an age appropriate story to read to the students during class that would help practice any of the spotlighted literary skills is a good thing to do. The Human Kinetics WOW Health Series are short chapter books that are broken down by grade level that can easily be read during class. These books will also help bring not only health information to the students, but will also allow you to pull out the literacy elements and expand upon the student's exposure to them.

QUARTER ONE

JOURNALING (do this every quarter)

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
- Students can write in the current date, then write a sentence or paragraph talking about what emotions they have before starting PE class. At the end of the class, the students then write about what they are feeling. They can also write about what their resting pulse rate is, what goal they want to accomplish for the quarter, in the fitness gram tests, for the day's activity – endless possibilities.
- These journal entries can be part of a create, respond, or connect portion for the second grade portfolio that must be submitted into Gladis as part of the PE teacher's student growth (35%) and achievement(15%) portions of their evaluation.

VOCABULARY (do this every week)

- There are suggested vocabulary terms that we use commonly with this age group in the PE classroom already attached in this document. Put up a Word Wall and display the ones you will be using for that class/unit.

- Ask the grade chairs to print off a copy of the weekly newsletter that is sent home and place in your box every week. This newsletter should have the grade level's vocabulary terms on it to use as a way to help review and give more practice for the student's to master the meanings.

ABC ORDER

- Have the students line up without talking in ABC order by first name, then last name.
- Do a relay race whereby the students must find the 26 letters of the alphabet, then return to their team area to get the letters in order before the other teams do so.

FACT, FICTION, OR FAIRY TALE

- Discuss a sport or rules of a game with the students and tell the truth sometimes, and at other times throw in some outrageously outlandish and outright lies - then ask the kids to run to the "fact" or "fiction wall" when you come to a part for them to differentiate.
- When teaching chasing, fleeing and dodging, read them the story, "An Octopus Tag Adventure" that is appended at the end of the document. Print it out and take it to your school's poster maker to enlarge it so it looks like a "Big Book Reader" and read it to the students (or have one of them do so). Discuss if the story is fact, fiction or fairy tale – and what makes it a fairy tale. Write your own stories to go along with skills/games you are teaching.
- Have the students create and write a storyline for a game/activity that you have played in PE class.

SENTENCE STRUCTURE

Write up sentences on tag strips and laminate them. Have the students use dry erase markers of different colors run to each sentence strip and circle the different parts of the sentence structure, i.e., noun in red, verb in blue, punctuation in green, etc.... If you write sentences with moving verbs, the students can be instructed to perform the movement in the sentence 10 times before moving to the next sentence.

QUARTER TWO

SYNONYMS/ANTONYMS

- Use the non-locomotor skill words and have the students come up with synonym and antonym for those words. Then have the students move their bodies in such a way to make you believe that their body/movement is that word. Even more fun when equipment is added to the mix. (“Can you show me the antonym of dribbling the basketball in a low manner?”)
- Use the vocabulary from grade level newsletter to do the same thing.

SUFFIXES/PREFIXES

Prior to the class, post root words (base words) on posters around the area. Have the students use notecards (color code the notecards or sticky notes to different teams) to write prefixes and suffixes that would go along with those words and they run one person at a time to place their card on the poster.

CONTRACTIONS

Put the ending of contractions on posters around your playing area. Shout out two words (“have not” , “did not” , “is not”) and the kids must use a specific gross motor movement or animal walk to go the area that has that contraction ending (ven’t, dn’t, sn’t) displayed on it within 10 seconds (or whatever you designate).

COMPOUND WORDS

- Relay race teams must find words scattered around the room (again color code each team’s set of words) and then match them up and create compound words.
- Variation – have the kids gather words, then they have to create their own compound word by writing down the word(s) that can be used to turn the word provided by you into a compound word.

JOURNALING (do this every quarter)

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
- Students can write in the current date, then write a sentence or paragraph talking about what emotions they have before starting PE class. At the end of the class, the students then write about what they are feeling. They can also write about what their resting pulse rate is, what goal they want to accomplish for the quarter, in the fitness gram tests, for the day's activity – endless possibilities.
- These journal entries can be part of a create, respond, or connect portion for the second grade portfolio that must be submitted into Gladis as part of the PE teacher's student growth (35%) and achievement(15%) portions of their evaluation.

VOCABULARY (do this every week)

- There are suggested vocabulary terms that we use commonly with this age group in the PE classroom already attached in this document. Put up a Word Wall and display the ones you will be using for that class/unit.
- Ask the grade chairs to print off a copy of the weekly newsletter that is sent home and place in your box every week. This newsletter should have the grade level's vocabulary terms on it to use as a way to help review and give more practice for the student's to master the meanings.

QUARTER THREE

COMPARE/CONTRAST ADJECTIVES

Refer to Synonym and Antonym as well as Suffixes and Prefixes activities.

COMPARE/CONTRAST KINDS OF SENTENCES

- Hold up different punctuation marks that end sentences. Have the students orally compare and contrast the marks with an elbow partner (someone sitting next to them) then have them try to move in a way that would match one of those punctuation marks.
- Students should use equipment and rhythmically dribble a ball with hand or foot or throw and catch to self/wall/ or a partner in such a way that would get someone to guess what kind of punctuation mark is being used at the end of their “sentence.”

EMOTION WORDS

Using creative body movement (play different types of music that lend themselves to different types of emotions – get your music teachers in the building to help you find some if you don’t already have some) and/or play with equipment to express what the different emotion words mean.

PRONOUNS

- Create sentence strips and post them on the wall - be the first relay team to fill in the correct pronouns in the sentence strips.
- To play individually, number the sentence strips, and on “Go” the students run to a sentence strip, read it, figure out what pronoun to put in it, then they run to their own notebook and write in the pronoun next to the number on the sentence strip. Helps to have them write in date and title of activity each time they use their personal notebook. Have them do that, and write in numbers 1 – 10 (or however many number sentences you have in the area) before saying “Go.”

FIRST PERSON VOICE (AND SECOND/THIRD)

Ask the librarian to give you two age appropriate books that you can quickly read to the children that uses first person and second and/or third person voices in them. After reading it, discuss with the students. Then in several activities after this, give the instructions of the game in first person voice, or second person voice and remind the students to think about what voice is being used.

JOURNALING (do this every quarter)

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
- Students can write in the current date, then write a sentence or paragraph talking about what emotions they have before starting PE class. At the end of the class, the students then write about what they are feeling. They can also write about what their resting pulse rate is, what goal they want to accomplish for the quarter, in the fitness gram tests, for the day's activity – endless possibilities.
- These journal entries can be part of a create, respond, or connect portion for the second grade portfolio that must be submitted into Gladis as part of the PE teacher's student growth (35%) and achievement(15%) portions of their evaluation.

VOCABULARY (do this every week)

- There are suggested vocabulary terms that we use commonly with this age group in the PE classroom already attached in this document. Put up a Word Wall and display the ones you will be using for that class/unit.
- Ask the grade chairs to print off a copy of the weekly newsletter that is sent home and place in your box every week. This newsletter should have the grade level's vocabulary terms on it to use as a way to help review and give more practice for the student's to master the meanings.

QUARTER FOUR

OPINION VS FACT

Ask students to talk about who they predict will win the NBA Finals. Ask why they believe that. Ask them about the lunch or breakfast that was eaten that day and what they felt about it (good, bad, nasty) – then ask for facts to back their opinions.

MAIN IDEA

Have the students pick out the “main idea” of the game after explaining the rules or procedures to them. This is also a great way for the students to demonstrate their understanding of the objective(s) of the lesson.

INFER, DEDUCT, INDUCT STORY STRUCTURE AND PREDICT THE OUTCOME

When giving rules to the game or activity the students are about to play, have them infer, deduct or induct what will happen next, or why the game has that certain rule.

JOURNALING (do this every quarter)

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
- Students can write in the current date, then write a sentence or paragraph talking about what emotions they have before starting PE class. At the end of the class, the students then write about what they are

feeling. They can also write about what their resting pulse rate is, what goal they want to accomplish for the quarter, in the fitness gram tests, for the day's activity – endless possibilities.

- These journal entries can be part of a create, respond, or connect portion for the second grade portfolio that must be submitted into Gladis as part of the PE teacher's student growth (35%) and achievement(15%) portions of their evaluation.

VOCABULARY (do this every week)

- There are suggested vocabulary terms that we use commonly with this age group in the PE classroom already attached in this document. Put up a Word Wall and display the ones you will be using for that class/unit.
- Ask the grade chairs to print off a copy of the weekly newsletter that is sent home and place in your box every week. This newsletter should have the grade level's vocabulary terms on it to use as a way to help review and give more practice for the student's to master the meanings.