



Georgia Department of Education

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

PHYSICAL EDUCATION

Georgia Standards of Excellence (GSE) Grade 3 SAMPLE Instructional Framework

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The following curriculum map is part of a GaDOE collection of Unit Frameworks: Grade 3

Grade 3 SAMPLE MAP

Unit #/Title	Unit 1: Foundations of Physical Education, Movement, Throwing and Catching	Unit 2: Striking with Hands and Implements
GSE for Physical Education	3.1 (a, c, h, i, j) 3.2 (d, e, f) 3.3 (a, b) 3.4 (a, b, c, d, e) 3.5 (a, b, c)	3.1 (k, p, q) 3.2 (e) 3.3 (a) 3.4 (a, b, c, d, e) 3.5 (b)
Key Concepts	<ul style="list-style-type: none"> • Rules and procedures • Personal responsibility • Safe participation in physical activities • Chasing, dodging, and fleeing • Throwing and catching 	<ul style="list-style-type: none"> • Striking with hands • Striking with implements • Safety rules for equipment • Working with partners and small groups • Accepting feedback from others
Unit #/Title	Unit 3: Educational Gymnastics, Dance and Jump Rope	Unit 4: Striking with Feet, Fitness Testing, and Culminating Activities
GSE for Physical Education	3.1 (b, d, e, f, g, r, s) 3.2 (b, c, e) 3.3 (a) 3.4 (a, b, c, d, e) 3.5 (b)	3.1 (l, m, n, o) 3.2 (a, e) 3.3 (a, c, d) 3.4 (a, b, c, d, e) 3.5 (b, c, d)
Key Concepts	<ul style="list-style-type: none"> • Balance and weight transfer • Muscle tension with balance • Locomotor skills • Movement patterns in rhythmic sequences • Jump Roping skills 	<ul style="list-style-type: none"> • Foot dribbling and kicking • Components of health-related fitness • Georgia Fitness Assessment • Cooperative Games • Field Day

Physical Education Grade 3 Unit 1 Lesson Plan 1: End Game

Unit 1 Foundations of Physical Education, Movement, Throwing and Catching

**Course: Physical
Education**

**UNIT #1: Foundations of
Physical Education, Movement,
Throwing and Catching**

PACING: 9 Weeks

UNIT FOCUS: Rules and Procedures, Personal Responsibility, Safe Participation in Physical Activities, Chasing, Dodging and Fleeing, Throwing and Catching

STANDARDS AND ELEMENTS

MOTOR SKILLS PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- a. Demonstrates fleeing, dodging, and chasing skills during game play.
- c. Travels differentiating between speeds. (jogging, sprinting, and running).
- h. Throws underhand to partner/target with a mature form (facing target, stepping with opposition, transferring weight, and following through).
- i. Throws overhand for distance and/or force using critical cues (stepping with opposition and side to target, transferring weight, and following through).
- j. Catches an object tossed from a partner.

STRATEGIES PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- d. Recognizes the concept of open spaces in a movement setting.
- e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.
- f. Applies simple strategies and/or tactics in chasing, fleeing, and dodging activities.

FITNESS PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies the benefits of being active, exercising, and playing.
- b. Recognizes and compares the difference between resting heart rate and the heart rate after vigorous activity.

RULES PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates the ability to work successfully with a partner or with a small group.
- b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- c. Accepts and implements corrective feedback from the teacher.
- d. Accepts and respects differences and similarities in physical abilities in self and others.
- e. Identifies equipment-specific safety rules and follows them.

VALUE AND JOY PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Explains the relationship between physical activity and good health.
- b. Describes the challenge that comes from learning a new physical activity.
- c. Recognizes the connection between enjoyment and participation of physical activity.

EXAMPLE LESSON PLANS

- End Game
- Partner Tag
- Throwing and Catching Skill Centers
- Dice Bonk

Physical Education Grade 3 Unit 1 Lesson Plan 1: End Game

EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Visual observations	<ul style="list-style-type: none"> • Self-assessment • Peer assessment/discussion • Video assessments with visual skill cues • Class debriefs 	<ul style="list-style-type: none"> • Written content test focusing on academic vocabulary and content • Skill evaluation using rubrics
SUPPLEMENTAL RESOURCES		
<p><u>Dice Bonk</u></p> <p><u>Open Physed Instant Activities</u></p> <p><u>Kevin Tiller Physed Review Super 7 Videos</u></p> <p><u>Ben Landers: The PE Specialist Fire and Ice Tag</u></p>		

SAMPLE

Physical Education Grade 3 Unit 1 Lesson Plan 1: End Game

Lesson Plan 1: End Game

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 1
LESSON TITLE: End Game				
ENDURING UNDERSTANDING: Students will gain experience working with new teammates, respecting differences in physical abilities, and working together to solve problems.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> c. Travels differentiating between speeds. (jogging, sprinting, and running). <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> d. Recognizes the concept of open spaces in a movement setting. e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. f. Applies simple strategies and/or tactics in chasing, fleeing, and dodging activities. <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none"> a. Explains the relationship between physical activity and good health. b. Describes the challenge that comes from learning a new physical activity. c. Recognizes the connection between enjoyment and participation of physical activity. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Visual Observations 	<ul style="list-style-type: none"> • Peer discussion • Class debrief 	<ul style="list-style-type: none"> • N/A 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Open Spaces • Direction, levels, and time in a movement setting • Working well with others • Accepting and respecting differences <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Cooperation • Teamwork 				

Physical Education Grade 3 Unit 1 Lesson Plan 1: End Game

- Respect
- Strategy

LINKS:

- Name Noodle Instant Activity from Open Physed: https://openphysed.org/curriculum_resources/instant-activities/elementary-k-5

DIFFERENTIATED LEARNING

TASK:

Name Noodle Instant Activity: For groups ready for a challenge, try the activity without repeating anyone’s names until all names have been called.

GROUPING:

Students will work with others of various ability levels and learn to respect differences.

MATERIALS

STUDENT EQUIPMENT:

- Half foam noodle for each group
- 3 hula hoops per group
- 6 different color beanbags per team (blue, orange, red, yellow, purple, green)
- 1 Poly spot for each team

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)

OPENING

Getting students ready to learn

ESSENTIAL QUESTIONS:

How can I work cooperatively with other students using strategies for success and showing respect for all teammates?

HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

Activity Name: Name Noodle Instant Activity from Open Physed Set-Up:

1. Create groups of 7 students.
2. In each group, 6 students form a circle with 1 student in the center holding the foam noodle and sitting on the spot marker.
3. Students on the outside of each circle sit with their legs extended and feet in the center of the circle.
4. Circles should be just large enough so that the student in the center can reach the outside feet with the noodle.

Activity Procedures:

1. It’s time to learn names and test our reaction time. This activity is called Name Noodle. The object of the game is for the player in the center to use the noodle to tag the foot of the player whose name is called.
2. If the player who's name is called calls a new name before being tagged, the player in the middle must quickly react and work to tag the new player’s foot. If a player’s foot is tagged before a new name is called, that player moves to the center and becomes the new tagger.
3. If all names in the circle are called without anyone being tagged, the tagger chooses a new person to take her/his place.
4. For a challenge, have groups try it without repeating anyone’s name until all names are called.

FOCUS ACTIVITY

STUDENT AND TEACHER PROCEDURES: (approx. 30 mins)

Activity Name: End Game-Collect all 6 Infinity Stones (Based on Marvel movies)

Set-Up:

- Keep students in groups from Name Noodle
- Spread groups out on the perimeter of the gym next to a poly spot
- Each poly spot will have 3 different color hula hoops
- In the center of the gym, mark off an area and place the beanbags in piles grouped by color (can be the center circle of the gym if you have one)

Activity Procedures:

- Each team will choose a starting location in the gym
- The goal is to figure out how to cross the gym together and collect all 6 infinity stones (6 different colors) and bring them back to your team.
- All students must move from the starting location to the center area each trip. No one can be left behind.
 - Players can only step in the hoops, they cannot scoot the hoops.
 - Hoops can be picked up and moved as long as no students are standing inside them when they move.
 - If any player touches the floor outside of a hoop, the team loses 1 Infinity Stone and must start over at their starting poly spot. (Teacher will need to monitor this.)
 - If a team does not have any stones, they simply start over at their poly spot.
- Once the team reaches the center area, only 1 student can go inside to collect a stone. Students must work together to make sure they collect the correct colors and do not duplicate.
 - Students may only carry one stone at a time.
 - Each stone must be returned to the poly spot before returning to retrieve another stone.
- The first team to collect all the stones will gain Infinite Power (winning team).
- Teams must figure out a way to work together to complete this task quickly and efficiently.
- The teacher will need to monitor rule-following and support groups with working positively with each other.

CLOSING

REVIEW: (approx. 5 mins)

Once a team collects all the stones, or when time is up, pose the following questions for groups to discuss and then share out as a class.

- What strategies worked well to accomplish the task?
- How important was teamwork and listening to others' ideas?
- How important was learning everyone in your group's name before trying to play End Game?

Debrief and discuss the importance of learning to work with others, referring to the Essential Question.

Physical Education Grade 3 Unit 1 Lesson Plan 2: Partner Tag

Lesson Plan 2: Partner Tag

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 2
LESSON TITLE: Partner Tag				
ENDURING UNDERSTANDING: Students will work with a partner to distinguish differences in heart rate, apply concepts of fleeing, dodging, and chasing while integrating basic concepts of throwing and catching.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> a. Demonstrates fleeing, dodging, and chasing skills during gameplay. c. Travels differentiating between speeds. (jogging, sprinting, and running). h. Throws underhand to partner/target with a mature form (facing target, stepping with opposition, transferring weight, and following through). i. Throws overhand for distance and/or force using critical cues (stepping with opposition and side to target, transferring weight, and following through). j. Catches an object tossed from a partner. <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> d. Recognizes the concept of open spaces in a movement setting. e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. f. Applies simple strategies and/or tactics in chasing, fleeing, and dodging activities. <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. b. Recognizes and compares the difference between resting heart rate and the heart rate after vigorous activity. <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none"> a. Explains the relationship between physical activity and good health. b. Describes the challenge that comes from learning a new physical activity. c. Recognizes the connection between enjoyment and participation of physical activity. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Teacher observations 	<ul style="list-style-type: none"> • Self-assessment-heart rates • Partner check • Class debrief 	<ul style="list-style-type: none"> • N/A 		

Physical Education Grade 3 Unit 1 Lesson Plan 2: Partner Tag

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Tactics of chasing, dodging, and fleeing
- Traveling at various speeds
- Effect of activity on heart rate
- Overhand and underhand throwing techniques
- Successful catching techniques
- Working well with others
- Accepting and respecting differences in the physical ability of self and others

VOCABULARY:

- Fleeing
- Dodging
- Chasing
- Overhand/Underhand Throw
- Catch
- Heart Rate
- Respect
- Tactics

LINKS:

DIFFERENTIATED LEARNING

SPACE:

Students will determine the appropriate amount of space between them for successful throwing and catching. They can make adjustments to increase success based on performance (i.e.: increase or decrease space between partners).

TASK:

Increase the skill between each round of partner tag to show a progression in the complexity of throwing and catching techniques.

GROUPING:

Students can self-select partners, or teachers can assign partners based on ability levels.

MATERIALS

STUDENT EQUIPMENT:

- 1, 6-inch foam ball for each set of partners

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off)

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

- How can I recognize the difference in heart rate from resting and vigorous activity?
- How can I work cooperatively with other students using strategies for success and showing respect for all teammates?
- In what ways can I demonstrate fleeing, dodging, and chasing skills?
- Can I throw underhand and overhand successfully with a partner while demonstrating effective catching skills?

Physical Education Grade 3 Unit 1 Lesson Plan 2: Partner Tag

HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

Activity Name: Odd Person Out

Set-Up:

- Students need to divide into groups of three and spread out in space in the playing area.
 - If you have a group of 2 or 4, they can be divided into groups of 2 and play with modified rules listed below.
- When the music comes on, the game will begin.

Activity Procedure:

- Today, we are going to work on chasing, dodging, and fleeing. The name of the game is Odd Person Out.
- When the music comes on, you will begin by playing Rock, Paper, Scissors with your group. You are looking for two players to match, and one person to not match. If all three players have something different or the same thing, start over.
- Once you have two players that match, the “Odd Person Out” will need to run away from the group. While they are running away, the two remaining players will do 10 high fives before going to find their teammate.
- The two players chasing will work together to tag their remaining player on the shoulder using two fingers.
- Once the player is tagged, the group will sit down and play Rock, Paper Scissors again.
- If you have a group of 2, they will play traditional Rock, Paper, Scissors. The winner will stay seated and close their eyes while counting to 10. The other player will run away during that time. Once the 10 seconds are up, they will chase their partner trying to tag them with two fingers on the shoulder.

This is a fast-paced game and teachers will need to demonstrate and discuss ways to avoid other groups and players avoid crashes. Play one round for approximately 2-3 minutes and then give students a break. Discuss safety concerns and strategies for teams to work together to tag successfully using chasing, dodging, and fleeing tactics (define terms and give examples during discussion). Play one more round of 2-3 minutes.

Have students cool off and sit in a designated area to discuss the next activity.

FOCUS ACTIVITY

- Once students are spread out in space and seated, begin with instructions
- Have students count their resting heart rate for 60 seconds by placing 2 fingers in the neck
 - Have partners discuss predictions on what will happen to their heart rate during our activity based on what happened during Odd Person Out
 - Share out a few ideas
- Explain the rules of today’s game
 - When the music is OFF, students will work with their partners on various skill-related tasks. Teachers can change this task during the lesson to progress through skills or use it at other times during the year with other skills.
 - For the first skill, music OFF means underhand tosses on the ground to your partner using the correct form. (Teacher will model correct form for students and review cues- facing the target, stepping with opposition, transferring weight, and following through).
 - Demonstrate correct form for catching a rolling ball on the ground

Physical Education Grade 3 Unit 1 Lesson Plan 2: Partner Tag

	<p>(feet wide, both hands down on the ground open with palms up).</p> <ul style="list-style-type: none">• When the music is ON, the game becomes Tag. Whoever has the ball becomes the tagger. The tagger must count to 10 while the other partner runs away. Once they get to 10, they can move to tag their partner using the ball to tag them on the shoulder. Students must be aware of their surroundings and work to dodge other groups while working on chasing and fleeing.• Once the partner is tagged, they give them the ball and they count to 10 while their partner runs away.• Play for approximately 5 minutes rotating between music on and off.• Remind students that when the music is turned back off, they need to space out 10 paces and make sure they are not crossing another group.• Stop to have students check their heart rate for 60 seconds after each round and share with their partner. <ul style="list-style-type: none">○ When you are ready, progress the skill to underhand tossing. Students will need to adjust their catching technique to match the level of the ball.<ul style="list-style-type: none">■ Thumbs together for above the chest, pinkies together for below the chest.■ The same rules for the game apply.<ul style="list-style-type: none">• Music off=Toss and catch• Music on=Tag• Have students count their heart rate after the Tag round for 60 seconds and share with their partner.○ Next, progress the skill to overhand throwing with the correct form (stepping with opposition and side to target, transferring weight, and following through). The teacher will need to demonstrate this to the group.<ul style="list-style-type: none">■ The same rules for the game apply.<ul style="list-style-type: none">• Music off=Throw and catch• Music on=Tag <p>Have students count their heart rate after the Tag round for 60 seconds and share with their partner.</p>
CLOSING	<p>REVIEW: (approx. 10 mins)</p> <p>Allow students some time to rest and count their heart rate after approximately 2-3 minutes. Have them share with their partner.</p> <p>Pose the following questions for partners to discuss:</p> <ul style="list-style-type: none">• What did you notice was different about your heart rate every time we counted? Did it go up each round or stay about the same?• How did your heart rate compare during activity to when we rested?• Did you notice anything change about your ability to successfully throw and catch as your heart rate increased? <ul style="list-style-type: none">○ If so, what did you have to do differently to make sure you could still throw and catch successfully? <p>If time allows, have groups combine to share out before sharing as a whole class. Relate the discussion to the Essential Questions for the lesson as a class debrief.</p>

Physical Education Grade 3 Unit 1 Lesson Plan 3: Throwing and Catching Skill Centers

Lesson Plan 3: Throwing and Catching Skill Centers

Course: Physical Education	Grade: 3	Pacing: 2-45 min. classes	Unit #: 1	Lesson Plan: 3
LESSON TITLE: Throwing and Catching Skill Centers				
ENDURING UNDERSTANDING: Students will gain experience in various scenarios applying the techniques of underhand and overhand throwing as well as catching in skill practice and game-like situations, while learning to work with others support each other toward a common goal of success.				
GSE TO ADDRESS IN LESSON PLAN				
MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> h. Throws underhand to partner/target with a mature form (facing target, stepping with opposition, transferring weight, and following through). i. Throws overhand for distance and/or force using critical cues (stepping with opposition and side to target, transferring weight, and following through). j. Catches an object tossed from a partner. 				
STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
<ul style="list-style-type: none"> d. Recognizes the concept of open spaces in a movement setting. e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. 				
FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.				
<ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. 				
RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
<ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. 				
VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
<ul style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. c. Recognizes the connection between enjoyment and participation of physical activity. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Peer-assessments using video playback and visual skill cues 	<ul style="list-style-type: none"> • Throwing and catching concepts and vocabulary test 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS:				
<ul style="list-style-type: none"> • Throwing underhand with mature form • Throwing overhand for distance and force • Catching an object at varying levels with success • Working successfully with a partner and small groups • Accepting feedback from teacher and peers • Identifying and displaying knowledge of equipment specific rules 				

Physical Education Grade 3 Unit 1 Lesson Plan 3: Throwing and Catching Skill Centers

VOCABULARY:

- Underhand throw
- Overhand throw
- Force
- Accuracy
- Aim
- Target
- Opposition
- Dominant
- Non-dominant
- Follow Through

LINKS:

Kevin Tiller Physed Review: Super 7 Page: Scroll to Juggling Scarves for YouTube Link.

<https://physedreview.weebly.com/the-super-seven.html>

DIFFERENTIATED LEARNING

SPACE:

- As students are successful with their throws, increase the speed between the thrower and the target. If a student is not as successful with their throws, allow them to move closer to their targets.

TIME:

- Students will be able to progress through more skills and challenges with continued success.

TASK:

- Each task has built-in differentiation for each student's skill level concerning throwing and catching.

EQUIPMENT:

- Different size balls and objects can be offered for students to be more successful. Offer a larger object if students have trouble throwing/catching. Offer a smaller ball for students ready for a challenge.

GROUPING:

- Teachers can use prior classes to group students by skill level to increase success among partners and groups.

MATERIALS

STUDENT EQUIPMENT:

- Center 1
 - Written assessment copies
 - Pencils
 - Devices if using online assessment option
 - Toss and Catch Challenge list
 - Juggling scarves, beanbags, different size foam balls
- Center 2
 - 1 hula hoop per student
 - 1 poly spot per student
 - 1 bean bag per student
- Center 3:
 - 2 juggling scarves per student
 - Projector with the computer connected to the internet
- Center 4:
 - Two corn hole boards, or equivalent

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)
- Projector
- Screen/Flat Wall
- Computer
- Internet Access
- Numbered cones for each center numbered 1-7

Physical Education Grade 3 Unit 1 Lesson Plan 3: Throwing and Catching Skill Centers

<ul style="list-style-type: none"> ○ 3 beanbags per board ○ 1 poly spot per board ○ Video recording and playback device (1 per pair is preferable) ○ 1 Self-assessment/peer assessment sheet per pair ○ 1 erasable marker per pair ● Center 5: <ul style="list-style-type: none"> ○ 1 foam football per pair ● Center 6: <ul style="list-style-type: none"> ○ 6 hula hoops of various sizes taped at different heights on a vertical wall ○ 3 matching color beanbags per student pair ○ 1 poly spot per pair ○ Video recording and playback device (1 per pair is preferable) ○ 1 Self-assessment/peer assessment sheet per pair ○ 1 erasable marker per pair ● Center 7: <ul style="list-style-type: none"> ○ 1 foam ball per pair ○ Basket of different size balls for differentiation ○ 1 poly spot per student 	
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<p style="text-align: center;">OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>What are the elements of mature form for an underhand throw?</p> <p>How can I make adjustments to my overhand throwing technique with targets at different distances?</p> <p>Can I demonstrate the correct catching technique for objects thrown a various levels and force? Can I accept feedback from peers and teachers to help me improve my skills?</p> <hr/> <p>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</p> <p>Activity Name: Center Instructions Demonstrations</p> <p>This is a mid-unit lesson plan designed for students to get ample skill practice after being introduced to the cues for underhand and overhand throwing and catching.</p> <p>The teacher needs to go through each center and demonstrate quickly the expectations and rules for each center. Use students to help demonstrate and review skill cues, essential questions, and the goal for today’s lesson of getting time to practice accuracy and success rate for each skill</p>
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Physical Education Grade 3 Unit 1 Lesson Plan 3: Throwing and Catching Skill Centers

FOCUS ACTIVITY

STUDENT AND TEACHER PROCEDURES: (approx. 30 minutes)

Activity Name: Throwing and Catching Skill Centers

Set-Up:

The teacher will need to have the equipment set up at each center before the student arrival. See the materials list and activity procedures for necessary equipment and set up instructions. Use the projector activity as your station timer (9 mins per station).

Activity Procedures:

Centers:

1. Written Assessment Station

- a. Provide written copies of the Academic Language Quiz and Pencils for each student. This assessment can also be put into an online format if you would like to use devices instead.
- b. Once students complete, have them turn in to a designated area.
 - i. Students can then choose a scarf, beanbag, or ball and work on self-toss and catch challenges.
 - ii. **Challenges:** How many can you complete without dropping the ball? (Write these on a whiteboard or a sheet in a sheet protector before class.)
 1. Toss and Catch with dominant/non-dominant hand only.
 2. Toss, Clap, Catch. See how many times you can clap your hand after you toss and before you catch.
 3. Toss under your leg, up into the air before catching.
 4. Toss and spin around before catching.
 5. Create your own challenge.

2. Flip the Hoop

- a. Students will begin next to a poly spot with a beanbag placed on top. A hula hoop will be directly in front of their poly spot.
- b. Students will stand on the poly spot and underhand toss the beanbag to the hula hoop.
- c. If it lands inside the hoop, they will flip it forward one time and return to the poly spot.
- d. If the beanbag does not land inside the hoop, they leave it in place and return to the poly spot to try again.
- e. Once the hoop crosses the designated finish line, the student earns a point and returns the hoop to the poly spot to start again.
- f. Keep playing to see how many points you can earn.

3. Juggling Scarves Projector Activity

- a. Each student will need 2 juggling scarves and will spread out in personal space facing the screen.
- b. Follow along with the 7 tricks from the following video:
https://www.youtube.com/watch?time_continue=1&v=sQ8TKt5H2uc&feature=emb_logo

Physical Education Grade 3 Unit 1 Lesson Plan 3: Throwing and Catching Skill Centers

4. **Corn Hole-Self and Peer Video Assessments**
 - a. Students will start behind the poly spot with 3 beanbags facing a corn hole board.
 - b. Each poly spot will have a self/peer assessment sheet, erasable marker, and video recording and playback device.
 - c. One partner will record a student tossing all three bean bags. When finished, they will watch the video and complete the peer assessment, and discuss with the thrower.
 - d. Students will then switch roles.
 - e. When a student throws for the second time, they will watch the playback and complete the self-assessment. When this is complete for both partners, call the teacher over to discuss.
 - f. If time is left, play cornhole without recording.
5. **Football Throw and Catch with Partner**
 - a. Partners start 10 steps apart working on overhand football toss and catch.
 - b. If a player catches the ball, they can take one step back from the thrower.
 - c. If a player does not catch the ball, they must take one step forward.
 - d. Focus on accuracy and force of throw and catching cues for success.
6. **Overhand Throw to Wall Targets-Self and Peer Video Assessments**
 - a. Students will start behind the poly spot with 3 beanbags facing a wall where hula hoops have been taped.
 - b. Each poly spot will have a self/peer assessment sheet, erasable marker, and video recording and playback device.
 - c. One partner will record a student overhand throwing all three bean bags. When finished, they will watch the video and complete the peer assessment, and discuss with the thrower.
 - d. Students will then switch roles.
 - e. When a student throws for the second time, they will watch the playback and complete the self-assessment. When this is complete for both partners, call the teacher over to discuss.
 - f. If time is left, continue taking turns to throw three times without recording.
7. **Partner Overhand Throw and Catch**
 - a. Partners start 10 steps apart on poly spots.
 - b. Level 1: Use a beanbag for overhand throws. If 20 catches are made successfully without dropping, they have completed this level.
 - c. Level 2: Use a 6-inch foam ball for overhand throws. Make 25 catches successfully without dropping.
 - d. Level 3: Use a softball or baseball size foam ball for overhand throws. Make 30 catches successfully without dropping.
 - e. Level 4: Use a wiffle ball for overhand throws. Make 35 catches successfully without dropping.

Physical Education Grade 3 Unit 1 Lesson Plan 3: Throwing and Catching Skill Centers

	<p>f. Level 5: Free choice item from the items available and challenge yourself to see the highest number of catches you can make successfully.</p> <p>You will need to stop about halfway through and remind students to remember what group they are in and what center is next for their next class.</p>
CLOSING	<p>REVIEW: (approx. 5 mins)</p> <p>Discuss common form errors that were noticed during centers today and ways to improve. Have a class discussion on what students learned from self and peer assessments and ways they could practice these skills at home. Highlight groups that worked well and any awesome things you noticed during today's lesson.</p>

SAMPLE

Physical Education Grade 3 Unit 1 Lesson Plan 3: Throwing and Catching Centers

Academic Language Quiz

1. What is the same in an overhand and underhand throw?
 - a. Stand facing your target
 - b. Stand with you opposite foot facing the target
 - c. Step with the opposite foot forward
 - d. Use the most force you can when throwing
2. What term best describes the way your throwing hand points after you finish a throw?
 - a. Aim
 - b. Follow Through
 - c. Force
 - d. Target
3. When you successfully get your ball in the target during a throw, that means you have thrown with _____.
 - a. Accuracy
 - b. Dominant
 - c. Force
 - d. Target
4. _____ is how hard you throw a ball toward your target.
 - a. Dominant
 - b. Force
 - c. Opposition
 - d. Target
5. Which type of throw is best suited for throwing to a target on the ground?
 - a. Overhand throw
 - b. Underhand throw

Physical Education Grade 3 Unit 1 Lesson Plan 3: Throwing and Catching Centers

Throwing Self and Peer Assessments Using Video Playback

Instructions: Using a video recording and playback device, each pair of students will take turns recording the thrower making multiple throws. Once complete, they will each watch the video playback and complete the assessment below. Teachers will want to laminate the assessment and use erasable markers for students to complete. Have the partner complete the peer assessment after the first attempt and discuss ways to improve. On the second turn, have the thrower complete the self-assessment on their own and discuss with their partner to see if they agree. Students will leave assessment filled out for the teacher to come discuss before erasing.

Skill Name	Self-Assessment		Peer Assessment	
UNDERHAND THROW				
Eyes on Target	YES	NO	YES	NO
Tick-Tock Swing	YES	NO	YES	NO
Step to Target with Opposite Foot Forward	YES	NO	YES	NO
Transfers Weight from Back to Front	YES	NO	YES	NO
Follow Through	YES	NO	YES	NO
OVERHAND THROW				
Side to Target	YES	NO	YES	NO
Throwing Arm Back	YES	NO	YES	NO
Step with Opposition to Target	YES	NO	YES	NO
Transfers Weight	YES	NO	YES	NO
Follow Through	YES	NO	YES	NO

Adapted from Open Physed Manipulative Cues: <https://openphysed.org/wp-content/uploads/2015/10/P-03-4c-LMS-SkillCueTeachSheets.pdf>

Physical Education Grade 3 Unit 1 Lesson Plan 4: Dice Bonk

Lesson Plan 4: Dice Bonk

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 4
LESSON TITLE: Dice Bonk				
ENDURING UNDERSTANDING: Students will implement what they have learned and practiced during the throwing unit into a game situation where they will have to make adjustments for distance, type of throw, and force required to be successful.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> h. Throws underhand to partner/target with a mature form (facing target, stepping with opposition, transferring weight, and following through). i. Throws overhand for distance and/or force using critical cues (stepping with opposition and side to target, transferring weight, and following through). j. Catches an object tossed from a partner. <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. c. Recognizes the connection between enjoyment and participation of physical activity. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Partner discussion 	<ul style="list-style-type: none"> • Skill rubric 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Throwing underhand with mature form • Throwing overhand for distance and force • Working successfully with a partner while learning to accept differences and similarities in abilities • Accepting feedback from teacher and peers • Identifying and displaying knowledge of equipment specific rules 				

Physical Education Grade 3 Unit 1 Lesson Plan 4: Dice Bonk

VOCABULARY:

- Underhand throw
- Overhand throw
- Force
- Accuracy
- Aim
- Target
- Opposition
- Dominant
- Non-dominant
- Follow Through
- Sportsmanship

LINKS:

Fire and Ice Tag: <https://www.thepespecialist.com/fireandice/>

Dice Bonk: <https://www.gophersport.com/blog/dice-bonk-the-target-game-with-endless-variations/>

DIFFERENTIATED LEARNING

SPACE:

As students complete each round, move the poly spot back 5 feet to increase throwing distance.

TASK:

Increase the skill (underhand rolling, underhand tossing, overhand throwing) between each round of partner tag to show a progression in the complexity of throwing techniques. Once complete, allow students to choose the type of throw they want to use.

EQUIPMENT:

Provide a smaller size ball for students who have completed 2 rounds of the game.

Increase or decrease the height of the dice on the cone to change the difficulty and target height.

GROUPING:

Students should be encouraged to choose a partner of their ability level so they can challenge each other during the game. If students have difficulty choosing appropriate partners, the teacher can help with pairings.

MATERIALS

STUDENT EQUIPMENT:

- Basket for balls
- 3, red 6-inch foam balls
- 3, blue half foam noodles
- Enough clothespins for each student
- Prepared scorecards for each pair of students
- 12-inch cone for each pair of students
- 6-inch foam ball for each pair of students
- Have smaller foam balls available for students who are ready for a challenge
- Poly spot per pair of students

TEACHER EQUIPMENT:

- Print out enough copies of the Dice Bonk Scorecard prior to class. Laminate and cut.
- Music
- Start/Stop signal (whistle, music on/off)

Physical Education Grade 3 Unit 1 Lesson Plan 4: Dice Bonk

OPENING	ESSENTIAL QUESTIONS:
Getting students ready to learn	<p>What are the elements of mature form for an underhand throw?</p> <p>How can I make adjustments to my overhand throwing technique with targets at different distances?</p> <p>How can I show sportsmanship while working with a partner in a game setting?</p>
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins) Activity Name: Fire and Ice Tag (from Ben Landers, The PE Specialist) Set-Up:</p> <ul style="list-style-type: none"> • Place 3, red 6-inch foam balls (fireballs) and 3, blue half noodles (icicles) in a basket • Seat students and prepare for directions <p>Activity Procedures:</p> <ul style="list-style-type: none"> • Today we are going to play a tag game that incorporates throwing and catching, called Fire and Ice Tag • Pass out the equipment to 6 students • Those with a red ball, are fireballs • Those with a blue noodle are icicles • When the music comes on, all students will move around the gym trying to avoid being tagged by the icicles. An icicle can tag you by touching the noodle to your shoulder. <ul style="list-style-type: none"> ○ Once tagged, you are frozen (like freeze tag) ○ A fireball can unfreeze you by standing 5-10 steps away and underhand tossing the fireball to you. If you catch it, you are unfrozen and can now use the fireball to save someone else. If you do not catch it, the thrower continues to toss until it is caught. (Demonstrate this while explaining directions). ○ Fireballs cannot be tagged by icicles. ○ Students need to really focus on making good throws and catching quickly so the entire room does not get frozen! The teacher can add more fireballs if needed. • Play a round for 2-3 minutes (or the length of one song). <ul style="list-style-type: none"> ○ Discuss any rules that need reinforcing and discuss the importance of making good throws and following catching cues so the icicles do not freeze the entire room. • Play 1-2 more rounds
FOCUS ACTIVITY	<p>STUDENT AND TEACHER PROCEDURES: (approx. 30 mins) Activity Name: Dice Bonk (by Mike Morris from Gopher Sport) Set-Up:</p> <ul style="list-style-type: none"> • Divide students into partners and have them go to a poly spot along two sidelines of the playing area. • Place cones with a large foam die balanced on top down the middle of the playing area (1 cone per 2 students). • Place a scorecard next to the poly spot with two clothespins attached (one on each side). • Each pair of students will need 1, 6-inch foam ball.

Physical Education Grade 3 Unit 1 Lesson Plan 4: Dice Bonk

	<p><u>Activity Procedures:</u></p> <ul style="list-style-type: none">• Students take turns with their opponent throwing at the cone trying to knock down the dice to score points.• If a student knocks down the dice, they add the points to the scorecard by moving his/her clothespin to the number of points that they accumulate.• After adding his/her points, the student resets the dice on top of the cone.• The first student to reach 21 points or the player with the most points at the end of the allotted time will be deemed the winner.<ul style="list-style-type: none">○ Level 1: Underhand rolling○ Level 2: Underhand tossing○ Level 3: Overhand throwing○ Level 4: Student choice on the type of throw used. Partners must do the same throw.○ Level 5: Move the cone back to increase the distance for throws. Student choice on the type of throw used. Partners may choose the throw they feel is best suited for the distance.• While students are playing, the teacher will use the skill rubric to grade underhand and overhand throwing skills for the entire class.
CLOSING	<p>REVIEW: (approx. 5 mins)</p> <p>Partners will discuss the following questions posed by the teacher at the end of the activity:</p> <ul style="list-style-type: none">• Which was your best throw and why?• How did you make adjustments to your throws each turn to improve accuracy?• What was challenging about this activity? <p>Have groups share out and summarize key points from the game and highlight student's success. Discuss ways to improve and how they can practice at home.</p> <p>Partners will clean up their playing area and give each other a high five and say, "Good game." Discuss the importance of sportsmanship whether you win or lose.</p>

DICE BONK

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	2	
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	20	
	21	

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Physical Education Grade 3 Unit 1 Lesson Plan 4

Dice Bonk Teacher Skill Assessment Rubric

GRADE: _____ **CLASS:** _____

	Skill
Proficient 4	Consistently performs underhand throwing and overhand throwing, skills with control, using critical cues. Is able to throw both underhand and overhand with more than 75% accuracy.
Meets 3	Performs underhand and overhand throwing skills with occasional errors in both form and outcome. Is able to throw with 50%-74% accuracy.
Needs Improvement 2	Performs underhand and overhand skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Accuracy is less than 49%.
Unsatisfactory 1	Displays unsatisfactory effort toward skill development.

Student Name	Skill	Comments
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2.		
3.		
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24.		

Adapted from Open Physed Performance Rubrics

Physical Education Grade 3: Unit #2: Striking with Hands and Implements

Unit #2: Striking with Hands and Implements

Course: Physical Education

UNIT #1: Striking with Hands and Implements

PACING: 9 Weeks

UNIT FOCUS: Hand dribbling, volleying, and striking with long-handled implements.

STANDARDS AND ELEMENTS

MOTOR SKILLS PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- k.** Dribbles with dominate/non-dominate hand while traveling at various speeds and while keeping the ball under control.
- p.** Volleys an object over a net or to a partner/target with an underhand or sidearm striking pattern.
- q.** Uses a proper grip when striking an object with a long-handled implement (paddle, bat, hockey stick, and racket).

STRATEGIES PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- e.** Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.

FITNESS PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.

- a.** Identifies the benefits of being active, exercising, and playing.

RULES PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a.** Demonstrates the ability to work successfully with a partner or with a small group.
- b.** Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- c.** Accepts and implements corrective feedback from the teacher.
- d.** Accepts and respects differences and similarities in physical abilities in self and others.
- e.** Identifies equipment-specific safety rules and follows them.

VALUE AND JOY PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- b.** Describes the challenge that comes from learning a new physical activity.

EXAMPLE LESSON PLANS

- Basketball Dribbling
- Partner Volleyball Skills
- Batting Practice
- Skill Centers: Striking with Long Handled Implements

EXAMPLE ASSESSMENTS

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> • Self-assessment • Visual observations 	<ul style="list-style-type: none"> • Class debriefs • Partner feedback and discussion • Group assessment using skill cue charts • Video assessments with visual skill cues • Visual observations 	<ul style="list-style-type: none"> • Written content test focusing on academic vocabulary and content • Skill evaluation using rubrics

Physical Education Grade 3: Unit #2: Striking with Hands and Implements

SUPPLEMENTAL RESOURCES

- [Open Physed Basketball Skills](#)
- [Open Physed Bat and Ball Skills](#)
- [Open Physed Pickleminton](#)
- [Kevin Tiller Physed Review Super 7 Videos](#)

SAMPLE

Physical Education Grade 3 Unit 2 Lesson Plan 1 Basketball Skill Challenges

Lesson Plan 1: Basketball Skill Challenges

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 2	Lesson Plan: 1
LESSON TITLE: Basketball Skill Challenges				
ENDURING UNDERSTANDING: Students will work individually on dribbling and shooting skills to increase confidence and control of the ball while stationary while moving, working to avoid others.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <p style="margin-left: 20px;">k. Dribbles with dominate/non-dominant hand while traveling at various speeds and while keeping the ball under control.</p> <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p style="margin-left: 20px;">e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.</p> <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <p style="margin-left: 20px;">a. Identifies the benefits of being active, exercising, and playing.</p> <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p style="margin-left: 20px;">b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills.</p> <p style="margin-left: 20px;">c. Accepts and implements corrective feedback from the teacher.</p> <p style="margin-left: 20px;">d. Accepts and respects differences and similarities in physical abilities in self and others.</p> <p style="margin-left: 20px;">e. Identifies equipment-specific safety rules and follows them.</p> <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p style="margin-left: 20px;">b. Describes the challenge that comes from learning a new physical activity.</p>				
ASSESSMENTS:				
DIAGNOSTIC		FORMATIVE		SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.		Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.		Gauge student mastery of standards.
<ul style="list-style-type: none"> • Self-Assessment 		<ul style="list-style-type: none"> • Visual observations • Class debrief 		<ul style="list-style-type: none"> • N/A
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Dribbling with hands at various speed while keeping the ball under control • Incorporating movement concepts with hand dribbling • Working through challenges of learning a new skill • Combining multiple skills <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Dominant • Non-Dominant • Dribbling • Finger Pads • Force • Self-control 				

Physical Education Grade 3 Unit 2 Lesson Plan 1 Basketball Skill Challenges

LINKS:

Open Physed Basketball: https://openphysed.org/curriculum_resources/basketball-skills

DIFFERENTIATED LEARNING

SPACE:

Students will be provided a poly spot to help focus their dribbling and work on control by making the basketball hit the poly spot on each dribble.

TIME: Students will progress through skill challenges at their own level. They will have the time necessary on an individual level to progress at their own pace.

TASK: Tasks are designed to allow students to progress through skill challenges after they successfully complete each progressive skill. How far they progress is up to their ability level.

EQUIPMENT: Teachers can change the size of the basketball used or switch to a different type of ball such as a playground ball depending on the needs of individual students.

MATERIALS

STUDENT EQUIPMENT:

- 1 basketball per student
 - 1 poly spot per student
 - 1 dribbling Self-Assessment per student
- pencils/crayons for students to complete the self-assessment

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)
- Copy enough of the Basketball Self-Assessment prior to class for all students to have a copy

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

How can I dribble with both the dominant and non-dominant hand at various speeds while keeping the ball under control?
 What different basketball skills can I combine with dribbling?
 How can I overcome the challenges of learning a new physical skill and stay positive?

HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

Activity Name: Basketball Pre-assessment

Set-Up:

- Pass out the Basketball Self-Assessment to each student with a pencil or crayon

Activity Procedure:

- Discuss that this is a way to think critically about where you are in your abilities and make goals for growth
- Discuss each term on the assessment (dribbling, passing, shooting, safety) and demonstrate briefly so students can see each skill before making a selection.
- Have students complete the “pre” and “goal” section and turn in goals
- Review how having a goal for a new skill helps keep you motivated to work hard when something is challenging and that you can only get better the more you practice.
- Play a few rounds, stopping between to discuss any form errors and discuss safely moving in space while dribbling.

Physical Education Grade 3 Unit 2 Lesson Plan 1 Basketball Skill Challenges

CLOSING	<p>REVIEW: (approx. 5 mins)</p> <p>Have students reflect on their performance on dribbling and shooting today. Think about the self-assessment we completed at the beginning of class; how do you think you have improved? We will not complete the assessment again today, but reflect on what has improved. What still needs to be worked on?</p> <p>Have students share out and discuss ways you can practice these skills on your own at home as a class debrief.</p>
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SAMPLE

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the “Goal” column to show how much you’d like to improve your skills after some practice and hard work.



Level 1:

I’m in the **Minor Leagues**.
I wish I could do this better.
And so I will keep trying my best to improve.



Level 2:

I’m in the **Major Leagues**.
Practice is helping and I will keep trying my best to improve.



Level 3:

I’m an **All Star**.
I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Dribbling	★ ★ ★	★ ★ ★	★ ★ ★
Passing	★ ★ ★	★ ★ ★	★ ★ ★
Shooting	★ ★ ★	★ ★ ★	★ ★ ★
Safety	★ ★ ★	★ ★ ★	★ ★ ★

Physical Education Grade 3 Unit 2 Lesson Plan 2: Partner Net Volleyball

Lesson Plan 2: Partner Net Volleyball

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 2	Lesson Plan: 2
LESSON TITLE: Partner Net Volleyball				
ENDURING UNDERSTANDING: Students will learn to work on a new skill while respecting the differences in themselves and a partner to successfully volley an object over a net to each other, gaining increased success in the number of volleys.				
GSE TO ADDRESS IN LESSON PLAN				
MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. p. Volleys an object over a net or to a partner/target with an underhand or sidearm striking pattern.				
STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.				
FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. a. Identifies the benefits of being active, exercising, and playing.				
RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them.				
VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. b. Describes the challenge that comes from learning a new physical activity.				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Visual observations • Peer feedback and discussion 	<ul style="list-style-type: none"> • N/A 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS: <ul style="list-style-type: none"> • Volleying an object over a net • Volleying an object back and forth with a partner • Using an underhand, overhead, and sidearm striking pattern with hands • Working successfully with a partner • Working through challenges of learning a new skill for self and others 				
VOCABULARY: <ul style="list-style-type: none"> • Strike • Volley • Underhand serve • Forearm bump • Overhead set pass • Net 				

Physical Education Grade 3 Unit 2 Lesson Plan 2: Partner Net Volleyball

DIFFERENTIATED LEARNING

SPACE:

Increase the distance between partners as they are more successful with their volleys. Shorten the distance if students are struggling.

TIME:

Students will remain at the current skill level challenge until they successfully complete it. There are no time limits, allowing students to continue working until they are successful.

TASK:

Students will progress through tasks as they complete. Tasks will become increasingly higher in skill level as students progress through the lesson.

EQUIPMENT:

Provide different items for volleying. Use a balloon for students that struggle with striking the ball, different size beachballs to offer different challenges, and volleyball trainers for students ready for a challenge.

The height of the net can also be adjusted to go higher as students are ready to increase their challenge.

GROUPING: Teachers can allow students to self-select partners so they can work on accepting differences, or group based on skill level based on previous observations.

MATERIALS

STUDENT EQUIPMENT:

- Small beachball per pair of students
- Jump rope and 2 cones per pair of students

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)
- Blow up enough beachballs and have extra available prior to class beginning

OPENING
Getting students
ready to learn

ESSENTIAL QUESTIONS:

How do I use an underhand and sidearm strike to volley a ball over a net to a partner?
How can I overcome the challenges of learning a new physical skill and help my partner be successful as well?

HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

Activity Name: Shadow Practice

Set Up:

- Group students into pairs. They can either self-select, or the teacher can choose based on skill level.
- Give each group a beachball and have them find a space in the playing area and spread out 10 paces. To show they are ready, they will sit and place the ball in their lap.

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	<p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• Today’s activity is a continuation of our volleying unit. (This should be done after students have worked on striking and volleying skills in a previous lesson and are familiar with terms and ways to strike.) We are going to move on to working with a partner today, but before we do, I want everyone to warm up first.• Whoever has the ball is Partner 1, and the other is Partner 2.• When the music comes on, Partner 1 will work on underhand strikes using their palm to keep the beachball in the air as long as possible. Partner 2 will count the strikes until the ball hits the floor. If it hits the floor, you may pick it up and start over until the music stops.<ul style="list-style-type: none">○ Play for 1 minute○ Switch roles○ Play for 1 minute○ The winner of the challenge earns one point. This is not a competition among partners, but a self-challenge trying to earn the most points. Focus on encouraging each other and giving positive feedback. Remember to say “Good Game” and be good sports.• Continue in this way with the following challenges<ul style="list-style-type: none">○ Overhead strikes using finger pads only○ Forearm Bumps
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES: (approx. 30 mins)</p> <p>Activity Name: Partner Net Volleyball</p> <p><u>Set Up:</u></p> <ul style="list-style-type: none">• Have “nets” set up around the gym to accommodate the number in your class. Each partner group will need one “net.” Have this set out prior to class or available for students to grab and set up on their own. The jump rope will need to go through the slit in the cones to make a net.• Partners will need to find a “net” and have a seat on either side with their partner. <p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• We are now going to take what we practiced in our warm up to work on volleying back and forth with our partner• Each player will position themselves 5-10 paces away from the net to complete the following skills. Demonstrate each level and allow practice for approximately 5 minutes before stopping the class to demonstrate the next level. Based on teacher observations, determine when best to demonstrate the next level so students that are ready to move on can. The teacher can also change the activity for students as needed based on suggestions above in the differentiation section. Students will remain at the current level until complete, or until the teacher tells them to move on. Play music during each playing level.<ul style="list-style-type: none">○ <u>Level 1:</u> Underhand serve and partner catch-focus on hitting the ball with the palm of the hand and making it arc up and over the net so your partner can catch it.<ul style="list-style-type: none">■ Complete 20 serve/catch combinations in a row without dropping the ball to complete this level.

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- Level 2: Overhead set pass to partner by tossing up in the air and striking with the finger pads in an arc up and over the net so your partner can catch it.
 - Complete 20 serve/catch combinations in a row without dropping the ball to complete this level. If the ball is not caught, start your count over.
- Level 3: Forearm bump over the net to your partner for them to catch. Toss the ball underhand and then set your arms in the correct position with thumbs flat to strike the ball up and over the net at an arc to your partner can catch it.
 - Complete 20 serve/catch combinations in a row without dropping the ball to complete this level. If the ball is not caught, start your count over.
- Level 4: Volley with partner back and forth over the net. To begin, always use an underhand serve. Once the ball is in the air, move your body and determine the best strike to use based on where the ball is located. You will want to use an overhead set pass for a ball over your head, forearm bump for a ball to the side, or at a low level. Work on using two hands for overhead and forearm strikes and control the amount of force used so that your partner can strike the ball back to you. The ball should not be hit all over the playing area forcing your partner to chase the ball and get in the way of other groups.
 - Count the number of volleys you and your partner make back and forth until the ball hits the ground. Then, start again. Keep track of your highest score as a team and work to improve your score each time.
 - You will want students to spend the majority of their time working on this and walk around to assist players with form corrections and any teamwork concerns.
- Partners should be encouraged to help each other with the skill cues and point out anything that needs to be corrected to make better strikes. Students will have to be taught and shown ways to give constructive feedback and encourage each other. They are working as a team in this activity and will want to remain positive. If their partner struggles, this is a chance for them to be a leader and help them practice to get better.

CLOSING

REVIEW: (approx. 5 mins)

At the end of the activity, partners will sit together to discuss today's activity. Use the following prompts and give time for partners to each share their response with each other:

- What was your favorite activity today and why?
- How do you know what strike to use when playing a volleyball game?
- What do you think your partner did well today?
- What do you think your partner needs to improve on?
- How can you use what you learned today to help you overcome challenges in the future?

Allow groups to share out if time allows and summarize today's lesson with the whole class concerning the essential questions.

Physical Education Grade 3 Unit 2 Lesson Plan 3 Batting Practice

Lesson Plan 3: Batting Practice

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 2	Lesson Plan: 3
LESSON TITLE: Batting Practice				
ENDURING UNDERSTANDING: Students will gain repetitive practice with baseball batting, focusing on correct grip and form to strike the ball at varying distances.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <p style="padding-left: 20px;">p. Uses a proper grip when striking an object with a long-handled implement (paddle, bat, hockey stick, and racket).</p> <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p style="padding-left: 20px;">e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.</p> <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <p style="padding-left: 20px;">a. Identifies the benefits of being active, exercising, and playing.</p> <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p style="padding-left: 20px;">b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills.</p> <p style="padding-left: 20px;">c. Accepts and implements corrective feedback from the teacher.</p> <p style="padding-left: 20px;">d. Accepts and respects differences and similarities in physical abilities in self and others.</p> <p style="padding-left: 20px;">e. Identifies equipment-specific safety rules and follows them.</p> <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p style="padding-left: 20px;">a. Describes the challenge that comes from learning a new physical activity.</p>				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> Visual observations 	<ul style="list-style-type: none"> Visual observations Group assessment-skill cue chart Class debrief 	<ul style="list-style-type: none"> N/A 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> Striking with a long-handled implement using the proper grip Following safety rules for proper use of equipment <p>VOCABULARY:</p> <ul style="list-style-type: none"> Striking Bat Stance Swing Follow Through Force Aim Distance 				

Physical Education Grade 3 Unit 2 Lesson Plan 3 Batting Practice

- Safety

LINKS:

[Open Physed Bat and Ball Games](#)
[Open Physed Baseball Tag](#)

DIFFERENTIATED LEARNING

TASK: More experienced batters can self-toss and hit instead of using the tee if the teacher feels they are ready for this step.

EQUIPMENT:

Provide alternatives for the bat to accommodate skill level. Half foam noodles, plastic baseball, or softball bat, etc. Lighter and larger size objects allow students to gain success. Thinner objects provide more of a challenge. Teachers can also provide options for the ball depending on if you are inside/outside and student skill level. Examples include small foam balls, tennis balls, wiffle balls).

MATERIALS

STUDENT EQUIPMENT:

- 6 hula hoops
- 6 poly spots
- 6, half foam noodles
- 6, plastic baseball bats
- 6 copies of Batting Skill Cue Chart for stations-can be laminated, placed in sheet protectors, or task tents
- 6 large cones
- 6 crates with 10 balls (can be wiffle, or soft foam depending on skill level and space)

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)

OPENING

Getting students ready to learn

ESSENTIAL QUESTIONS:

What are the critical elements needed to successfully hit a ball with a bat?
 How can I swing a bat in different ways to produce different outcomes in the distance the ball travels?
 What are the safety rules for using a bat safely around others?

HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

Activity Name: Baseball Tag (from Open Physed)

Set Up:

- Place a spot marker at the center of the station area.
- Place ball, bat, and tall cone at the front of the area.
- Group students into groups of 4 and have them find a playing area and sit next to the hula hoop.
- Place a hoop in front of the cone.
- 1 player is the batter. The other players scatter behind the spot.

Physical Education Grade 3 Unit 2 Lesson Plan 3 Batting Practice

	<p>Activity Procedure:</p> <ul style="list-style-type: none"> • Today, we will be working on baseball batting. Demonstrate the correct stance and grip, following the Batting Skill Cue Chart. • The batter hits the ball, places the bat in the hoop, and then runs to tag as many fielders as possible. • Each tag = 1 run. • Fielders make an out by getting the ball and making good relay throws to the spot marker. Fielders may not run with the ball. It must be thrown from player to player until it is cleanly caught on the mound. If tagged, fielders with the ball are worth 2 runs. • Play for approximately 2 minutes and switch batters until all players get to bat. • When time is up, have students talk as a group using the skill cue chart to give positive comments about each other’s swings and 1 helpful tip. Share out.
<p align="center">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES: (approx. 30 mins)</p> <p>Activity Name: Batting Practice</p> <p><u>Set Up:</u></p> <ul style="list-style-type: none"> • Divide the gym horizontally to space the batting stations out as much as possible. Use a line of cones to make the distinction between fielding and batting areas. • Place a large cone on one end of the gym and continue for 6 stations every 10-15 feet • Next to each cone, provide a copy of the batting skill cue chart, and a crate with 10 balls, 1 half foam noodle, and 1 plastic bat • On the other side of the cones, provide 3 baskets spaced out for fielders to collect the balls <p><u>Activity Procedure:</u></p> <ul style="list-style-type: none"> • Call 6 batters at a time to choose a station. Have them choose a bat that they are comfortable with and place a ball on top of the cone. • Review batting skill cues and help each student with the stance and grip. • Have all other students spread out on the opposite end line behind the cones. Explain that no student may cross the cones as that is the “danger zone.” • Review catching cues for fly balls and grounders with students and explain that once a ball is caught, it is to be placed in the basket. Any ball inside the “danger zone” will be retrieved by a teacher. • Batters are not allowed to swing until given instructions from the teacher and once they hit a ball, they may get another from the basket until they are all gone. Once a batter finishes, they place their bat back in the crate and wait. • Once all batters are finishes, return all students to the fielding end line, and have 3 students take the balls to the batting stations and refill each station with 10. • Call another 6 batters and continue until all students have time to hit. • Teachers will monitor batters and correct any form errors during their turn. The teachers may need to change bats for students if they are struggling to strike the ball off the tee and make adjustments to stance or grip. If a student is doing well with the tee, the teacher can show them how to self-toss and hit instead for a challenge.
<p align="center">CLOSING</p>	<p>REVIEW: (approx. 5 mins)</p> <p>Review the essential questions for today’s lesson and have students share responses as a class debriefs. What did they notice about their grip and the distance the ball traveled? How did their stance and the amount of force used impact where the ball went? What was important to remember about safety rules and batting today?</p>



SKILL CUE CHART

Critical Elements & Cues For...

Batting

- ✓ Sideways Athletic Stance
- ✓ Grip Hands Together, Knuckles in a Line
- ✓ Bat Up, Grip at Armpit
- ✓ See the Ball from Start to Finish
- ✓ Rotate Hips and Drive Body Through the Ball
- ✓ Hands Follow Through the Ball

Physical Education Grade 3 Unit 2 Lesson Plan 4 Skill Centers: Striking with Long Handled Implements

Lesson 4: Striking with Long Handled Implements

Course: Physical Education	Grade: 3	Pacing: 2-45 min. classes	Unit: 2	Lesson Plan: 4
LESSON TITLE: Skill Centers: Striking with Long Handled Implements				
ENDURING UNDERSTANDING: Students will gain experience working with various long-handled implements focusing on proper grip, striking an object with varying levels of force, and accuracy in direction.				
GSE TO ADDRESS IN LESSON PLAN				
MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> p. Uses a proper grip when striking an object with a long-handled implement (paddle, bat, hockey stick, and racket). 				
STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
<ul style="list-style-type: none"> e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. 				
FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.				
<ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. 				
RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
<ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. 				
VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
<ul style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. 				
ASSESSMENTS:				
DIAGNOSTIC		FORMATIVE		SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.		Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.		Gauge student mastery of standards.
<ul style="list-style-type: none"> • Visual observations 		<ul style="list-style-type: none"> • Peer-assessments using video playback and visual skill cues 		<ul style="list-style-type: none"> • Striking with long-handled implement concepts and vocabulary test • Skill evaluation using a rubric
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS:				
<ul style="list-style-type: none"> • Striking with a long-handled implement using the proper grip • Following safety rules for proper use of equipment • Striking with accuracy for different distances 				
VOCABULARY:				
<ul style="list-style-type: none"> • Striking • Long Handled Implement • Stance • Swing • Follow Through 				

Physical Education Grade 3 Unit 2 Lesson Plan 4 Skill Centers: Striking with Long Handled Implements

- Force
- Aim
- Accuracy
- Distance
- Safety
- Grip
- Serve
- Backhand strike
- Forehand strike

LINKS:

Kevin Tiller Physed Review: Super 7 Page: Scroll to Paddles and Beanbags for YouTube Link.
<https://physedreview.weebly.com/the-super-seven.html>

Open Physed Bat and Ball Games-Holistic Dual Rubric (edited to fit this lesson)

<https://openphysed.org/wp-content/uploads/2017/05/I-10-09-BatAndBall-HolisticDualPerformanceRubric.pdf>

Open Physed Pickleminton-Paddle Skill Cue Cards

<https://openphysed.org/wp-content/uploads/2017/04/I-07-07-Pickleminton-CueChart.pdf>

DIFFERENTIATED LEARNING

SPACE:

- As students are successful with their throws, increase the speed between the thrower and the target. If a student is not as successful with their throws, allow them to move closer to their targets.

TIME:

- Students will be able to progress through more skills and challenges with continued success.

TASK:

- Each task has built-in differentiation for each individual student's skill level with regard to striking with different objects.

EQUIPMENT:

- Different objects can be offered for students to be more successful with striking. Offer a lighter and larger object if students have trouble striking. Offer a heavier and smaller object for students ready for a challenge.

GROUPING:

- Teachers can use prior classes to group students by skill level to increase success among partners and groups.

MATERIALS

STUDENT EQUIPMENT:

- Center 1
 - Written assessment copies
 - Pencils
 - Devices if using online assessment option
 - 1 Lollipop paddle per student
 - 1 small foam ball per student
- Center 2:
 - 1 small paddle per student
 - 1 beanbag per student
 - Projector with a computer connected to the internet
- Center 3
 - 1 half foam noodle per station

TEACHER EQUIPMENT:

- Music
 - Sound system
 - Start/stop signal (whistle, music on/off, etc.)
 - Projector
 - Screen/Flat Wall
 - Computer
 - Internet Access
 - Numbered cones for each center numbered 1-7
- Copy of Batting Skill Evaluation Rubric with class roster ready to use

Physical Education Grade 3 Unit 2 Lesson Plan 4 Skill Centers: Striking with Long Handled Implements

<ul style="list-style-type: none"> ○ 1 large cone per station ○ 10 baseball-size foam balls in a crate or basket per station ○ 1 copy of the Batting Skill Cue Chart inside a sheet protector with an erasable marker per station ○ Video recording and playback device (1 per pair is preferable) ○ Targets on the wall (can be hula hoops, taped squares, or different pieces of paper) ● Center 4 <ul style="list-style-type: none"> ○ Copies of Paddle Skill Cue Cards for each pair of students in a sheet protector or task tent ○ 1 small paddle per student ○ 1 small foam ball per student ○ 1 poly spot per pair of students ○ Place a piece of visible tape along your wall at a tennis net height that covers the length of this station to serve as a visual for a net ● Center 5 <ul style="list-style-type: none"> ○ 1 hockey stick per student ○ 1 small foam ball or rubber hockey puck per student ○ Small cones to make a zig-zag course in a line between the starting cone and the hockey goal on the other side. ○ 2 hockey goals ● Center 6 <ul style="list-style-type: none"> ○ 1 golf putter per station ○ 6 golf balls per station (can be real golf balls, foam, or small tennis balls) ○ 1 putting target per station (can be a plastic cup, shoebox on its side, 2 cones, etc.) ○ 3 poly spots per station set up at varying distances from the target 	
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<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>What is the proper grip for long-handled implements?</p> <p>How do I determine the correct amount of force to use with striking with a long-handled implement?</p> <p>How do I improve my accuracy when striking an object using a long-handled implement?</p> <hr/> <p>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</p> <p>Activity Name: Center Instructions and Demonstrations</p> <p>This is a mid-unit lesson plan designed for students to get ample skill practice after being introduced to the cues for underhand and overhand throwing and catching.</p>
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Physical Education Grade 3 Unit 2 Lesson Plan 4 Skill Centers: Striking with Long Handled Implements

	<p>The teacher needs to go through each center and demonstrate quickly the expectations and rules for each center. Use students to help demonstrate and review skill cues, essential questions, and the goal for today's lesson of getting time to practice accuracy and success rate for each skill</p>
FOCUS ACTIVITY	<p>STUDENT AND TEACHER PROCEDURES: (approx. 30 mins)</p> <p>Activity Name: Striking with Implements Skill Centers</p> <p><u>Set-Up:</u> The teacher will need to have the equipment set up at each center prior to student arrival. See the materials list and activity procedures for necessary equipment and set up instructions. Use the projector activity as your station timer (8 mins per station).</p> <p><u>Activity Procedures:</u></p> <p>Centers:</p> <ol style="list-style-type: none">1. Written Assessment Station<ol style="list-style-type: none">a. Provide written copies of the Academic Language Quiz and Pencils for each student. This assessment can also be put into an online format if you would like to use devices instead.b. Once students complete, have them turn in to a designated area.c. Students can then choose a lollipop paddle and small foam ball to work on underhand striking. See how many times you can strike the ball upward without losing control or dropping the ball on the ground. Each time it drops, start over, and count your highest score.2. Paddles and Beanbags Projector Activity<ol style="list-style-type: none">a. Each student will need 1 beanbag and 1 paddle and will spread out in personal space facing the screen.b. Follow along with the 7 tricks from the following video: https://www.youtube.com/watch?time_continue=231&v=z16JiMJeQBw&feature=emb_logo3. Foam Noodle Batting Practice<ol style="list-style-type: none">a. Students will pair up at a large cone used as a tee.b. Each cone will have a copy of the batting skill cue chart in a sheet protector, erasable marker, and video recording and playback device.c. One partner will record a student hitting a ball off the tee toward the targets on the wall for a total of 5 swings. When finished, they will watch the video and check off the cue chart for items done correctly and discuss ways to improve with their partner.d. Students will then switch roles.e. When a student hits for the second time, they will watch the playback and check off the cue chart themselves. When this is complete for both partners, call the teacher over to discuss.f. The teacher will watch each student hit in the group and use the skill evaluation rubric to assess.g. If time is left, alternate turns so that each partner gets 10 swings per turn.

Physical Education Grade 3 Unit 2 Lesson Plan 4 Skill Centers: Striking with Long Handled Implements

4. Wall Paddle Ball
 - a. Students will partner up and choose a poly spot to start on.
 - b. The first partner will read the skill cue chart to their partner to go through each card in order (grip, serve, forehand strike, backhand strike).
 - c. The partner on the poly spot will make sure they have the correct grip, then complete 5 serves toward the wall trying to strike the ball over the net line and back to them.
 - d. They will then progress to 5 forehand strikes and 5 backhand strikes with their partner reading the cues to them before each new strike.
 - e. Once all strikes are complete, partners will switch roles.
 - f. After each partner completes their first turn, they will only need to refer to the skill cues as needed.
 - g. Each strike that is made successfully over the net line will earn the player 1 point.
 - h. As students progress, the poly spot can be moved back to increase the distance of each strike or moved forward if needed based on teacher observation.
5. Hockey Dribble and Shoot
 - a. Each player will have their own hockey stick and ball and choose a line to get in.
 - b. Two zig-zag cone courses and 2 hockey goals will be set up for students
 - c. The first student in each line will dribble the ball through the cone course before taking a shot on goal at the end. Any cone that is missed must be dribbled around before continuing.
 - d. After shooting, students will dribble back in a straight line for the next two students to go.
 - e. If students are doing well in this station, they can transition to races between the two lines based on teacher observation.
6. Golf Putting
 - a. Pair students up and have them choose a putting station
 - b. Partners will take turns putting from the closest poly spot to the target to start.
 - c. Once a player makes a putt from the spot, they earn a point and can move back to the next poly spot until all 5 balls have been hit.
 - d. Each poly spot is worth an increase in points. The closest is worth 1, the middle is worth 2, and the farthest away is worth 3 points.
 - e. Players take turns making 5 putts each and will start each turn at the closest spot, keeping track of total points during the game.

You will need to stop about halfway through and remind students to remember what group they are in and what center is next for their next class.

On the next class day, use the intro time to review centers and have groups move to their next station. Review essential questions, skill cues, and safety guidelines for the equipment being used.

Physical Education Grade 3 Unit 2 Lesson Plan 4 Skill Centers: Striking with Long Handled Implements

CLOSING	<p>REVIEW: (approx. 5 mins)</p> <p>Discuss common form errors that were noticed during centers today and ways to improve.</p> <p>Have a class discussion on what students learned from self and peer assessments and ways they could practice these skills at home. Highlight groups that worked well and any awesome things you noticed during today's lesson.</p>
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SAMPLE

Striking with Long Handled Implements Academic Language Quiz-Key

Physical Education Grade 3 Unit 2 Lesson Plan 4: Skill Centers: Striking with Long Handled Implements Academic Language Quiz-Key

Word Bank

Accuracy	Safety
Distance	Stance
Force	Strike
Long Handled Implement	Swing

Directions: Use the words in the word bank to match the definition below. Words will only be used once.

1. Hitting a ball as close to your target as possible. Accuracy
2. To hit forcibly and with purpose. Strike
3. The amount of power used when swinging a bat to hit a ball. Force
4. The rules one must follow to make sure that you and those around you do not get hurt when using a piece of physical education equipment. Safety
5. How far an object travels after striking. Distance
6. Items such as a baseball bat, hockey stick, golf club, or tennis racket. Long Handled Implement
7. The way your legs and body are positioned when preparing to strike an object. Stance
8. When batting, this is what you call moving the bat across your body to strike the ball. Swing

GRADE: _____ **CLASS:** _____

Bat and Ball Games Holistic Dual Performance Rubric

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs batting using critical cues, using excellent control, proper grip, and accuracy.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs batting skills with occasional errors in both form and outcome. Strikes safely with acceptable control.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs batting skills with frequent errors in both form and outcome. Rarely displays control/accuracy.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
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16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			



SKILL CUE CHART

Critical Elements & Cues For...
Paddle Grip

- ✓ Shake Hands with the Paddle
- ✓ Soft Squeeze
- ✓ Lock Wrist
- ✓ Striking Surface Ready



SKILL CUE CHART

Critical Elements & Cues For...

Serve

- ✓ Step in Opposition
- ✓ Drop Birdie—Waist High
- ✓ Swing Low to High
- ✓ Follow Through After Contact



SKILL CUE CHART

Critical Elements & Cues For...
Forehand Strike

- ✓ Grip Paddle
- ✓ Stance with Non-Paddle Shoulder to Target
- ✓ Swing—Paddle Starts at Waist
- ✓ Transfer Weight from Back to Front Foot
- ✓ Follow Through to Target



SKILL CUE CHART

Critical Elements & Cues For...
Backhand Strike

- ✓ Grip Paddle
- ✓ Stance with Paddle Shoulder to Target
- ✓ Swing—Paddle Starts at Waist
- ✓ Transfer Weight from Back to Front Foot
- ✓ Follow Through to Target

Physical Education Grade 3: Unit #3: Educational Gymnastics, Dance and Jump Rope

Unit 3: Yoga, Dance, and Jump Rope

Course: Physical Education

UNIT #3: Yoga, Dance, and Jump Rope PACING: 9 Weeks

UNIT FOCUS: Locomotor movement, jumping, weight transfer, balance, rhythmic sequences, and jump roping.

STANDARDS AND ELEMENTS

MOTOR SKILLS PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- b. Performs a leap using a mature pattern.
- d. Jumps and lands on feet for height and distance.
- e. Transfers weight while traveling in a variety of directions, levels, and pathways.
- f. Balances on different bases of support demonstrating various levels and shapes.
- g. Demonstrates various step patterns and combinations of movement patterns in repeatable rhythmic sequences.
- r. Jumps a self-turned rope while continuously performing a variety of skills (skier, bell, straddle, and scissors).
- s. Enters/exits a turning long rope.

STRATEGIES PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- f. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.

FITNESS PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.

- a. Identifies the benefits of being active, exercising, and playing.

RULES PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates the ability to work successfully with a partner or with a small group.
- b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- c. Accepts and implements corrective feedback from the teacher.
- d. Accepts and respects differences and similarities in physical abilities in self and others.
- e. Identifies equipment-specific safety rules and follows them.

VALUE AND JOY PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- b. Describes the challenge that comes from learning a new physical activity.

EXAMPLE LESSON PLANS

- Yoga Poses
- Dance
- Individual Jump Rope Skills
- Long Ropes

Physical Education Grade 3: Unit #3: Educational Gymnastics, Dance and Jump Rope

EXAMPLE ASSESSMENTS

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Visual observations • Class debriefs • Peer discussion • Self-assessment 	<ul style="list-style-type: none"> • Written content test focusing on academic vocabulary and content • Skill evaluation using rubrics

SUPPLEMENTAL RESOURCES

- [Open Physed Yoga and Mindfulness](#)
- [Open Physed Dance](#)
- [Ben Pirillo Teach Physed Let's Dance](#)
- [Open Physed Jump Rope Skills](#)

SAMPLE

Physical Education Grade 3 Unit 3 Lesson Plan 1 Yoga Poses

Lesson Plan 1: Poses-Yoga

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 3	Lesson Plan: 1
LESSON TITLE: Yoga Poses				
ENDURING UNDERSTANDING: Students will transfer weight and perform balances using different directions, levels, and pathways.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> e. Transfers weight while traveling in a variety of directions, levels, and pathways. f. Balances on different bases of support demonstrating various levels and shapes. <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Visual observations • Class debriefs • Peer discussion 	<ul style="list-style-type: none"> • N/A 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Transferring weight while traveling in various directions, levels, and pathways. • Balance on different bases on support using various levels and shapes. <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Static Balance • Dynamic Balance • Flexibility • Weight Transfer • Direction • Levels • Pathways • Base 				

Physical Education Grade 3 Unit 3 Lesson Plan 1 Yoga Poses

- Support
- Yoga
- Pose

LINKS:

Open Physed Yoga and Mindfulness https://openphysed.org/curriculum_resources/yoga-mindfulness

DIFFERENTIATED LEARNING

SPACE:

Students will work on personal space while moving around a large playing area avoiding others. Activities will be performed out of the main playing area to allow students room to practice poses safely.

TASK:

If a student is unable to do a yoga pose, or if the pose is too easy, the teacher can observe and make changes to the pose card as appropriate for the student’s ability level.

GROUPING:

Partners for the peer discussion can be student chosen, or selected by the teacher.

MATERIALS

STUDENT EQUIPMENT:

- 1 poly spot per student
- Set of Yoga Pose Cards (laminare before class)
- 4 hula hoops
- 3 Half foam pool noodles

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)
- Copy, laminate, and cut out Yoga Pose Cards before class

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Getting students
ready to learn

ESSENTIAL QUESTIONS:

What locomotor movements, speeds, and pathways can I combine when transferring my weight?

How can I demonstrate balances on different bases on support showing different levels and shapes?

HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

Activity Name: Flowing Movements (from Open Physed)

Set Up:

- Set enough poly spots for each student in the class to have 1 in a large circle in the playing area.
- Place one yoga pose card under each poly spot.
- Give an introduction to the lesson today with a mini-lesson on the vocabulary for today. Review static and dynamic balances, yoga poses, and safety rules for the game today.
- Demonstrate a few of the yoga poses on cards for students

Activity Procedure:

- Have students find a poly spot to stand on to begin the game.
- When the music begins, perform the yoga pose under the spot you are standing on and hold for 30 seconds. The teacher will start a timer for all students.

Physical Education Grade 3 Unit 3 Lesson Plan 1 Yoga Poses

	<ul style="list-style-type: none"> • When the music stops, the teacher will call out a locomotor movement for students to move around the playing area. • When the music comes on, find a new spot, and perform the yoga pose for 30 seconds using the teacher’s timer. • Repeat for several rounds and poses to give students plenty of practice with the various poses. • Stop after playing for 6-7 minutes to review the poses, correct and form errors, and address ways to improve balance using bases of support. • Have students move out of the play area for a water break and set up the second activity.
<p style="text-align: center;">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES: (approx. 30 mins)</p> <p>Activity Name: Pass the Pose (modifications made from Open Physed)</p> <p><u>Set-Up:</u></p> <ul style="list-style-type: none"> • Mark a boundary within the playing area • Place spot markers and hoops evenly on the outside of the boundary with some of the Yoga Pose Cards placed inside each hoop. • Have students spread out inside the playing area in self-space. • Choose 3 students to be taggers and give them a half foam pool noodle. <p><u>Activity Procedure:</u></p> <ul style="list-style-type: none"> • Have students move inside the play area when the music comes on. Call out different locomotor movements and different speeds to change the way students move throughout the game. • Taggers may tag students on the shoulder using the half foam pool noodle. • When a student is tagged, have them move to a hula hoop with the yoga pose cards. They will choose a pose and hold it for 30 seconds. When finished, place the card back in the hoop and move around the area again. • If a student gets tagged again, make sure they choose a different yoga pose to complete each time. • Play a round for 2-3 minutes, then stop the music. • Give students a rest/water break and change taggers. • Play multiple rounds giving all students a chance to be a tagger and vary the locomotor movements and speeds students travel.
<p style="text-align: center;">CLOSING</p>	<p>REVIEW: (approx. 5 mins)</p> <p>Have students partner up and pose the following questions for peer discussion and then share out:</p> <ul style="list-style-type: none"> • What was hard about today’s lesson? • What strategies were you able to use to improve your balance? • How successful were you the more we played? • How do you think yoga poses will improve your health? <p>Review essential questions with students to summarize.</p>

PRINT & CUT

Yoga Pose Cards

Print, Cut, Laminate

Pose Cards



Beginning



Cat



Chair

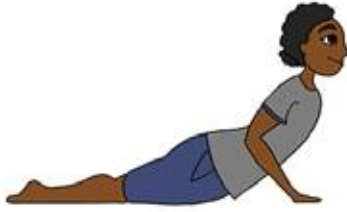





Child

PRINT & CUT

Yoga Pose Cards





Print, Cut, Laminate

 <p>Cobra</p>	 <p>Cow</p>
 <p>Cross-Crawl 1</p>	 <p>Cross-Crawl 2</p>

PRINT & CUT

Yoga Pose Cards



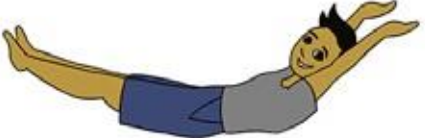

Print, Cut, Laminate

 <p>Cross-Legged</p>	 <p>Down Dog</p>
 <p>Goddess</p>	 <p>Knobby-Knees</p>

PRINT & CUT

Yoga Pose Cards





Print, Cut, Laminate

 <p>Laugh</p>	 <p>Limp Noodle</p>
 <p>Log 1</p>	 <p>Log 2</p>

PRINT & CUT

Yoga Pose Cards

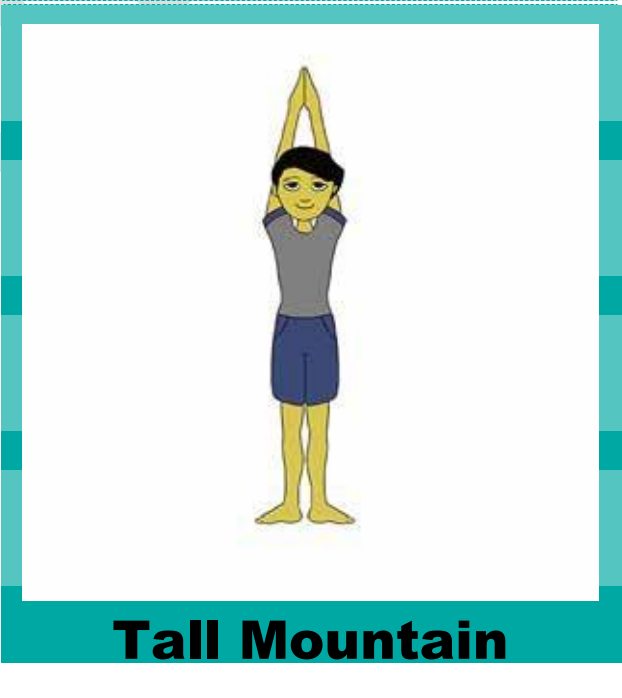
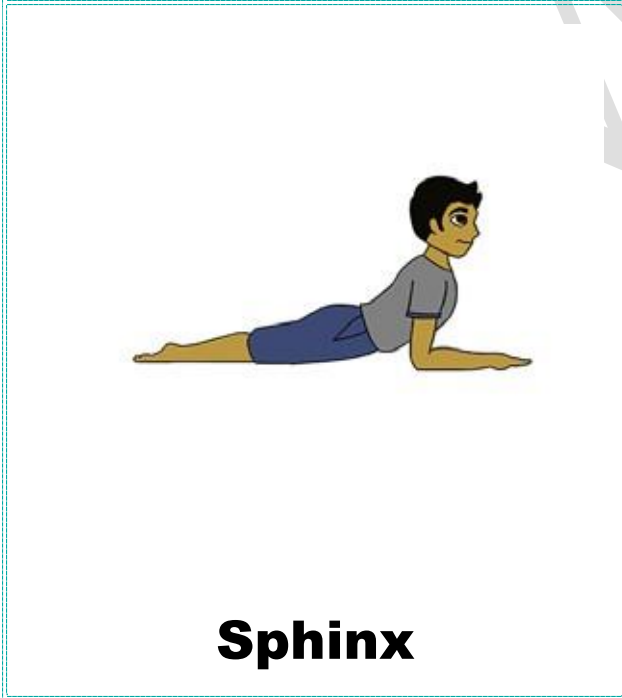
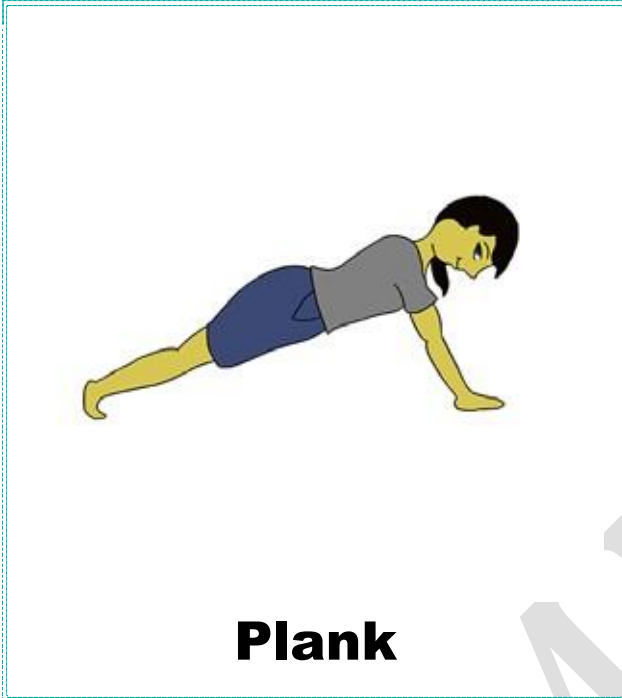
Print, Cut, Laminate

 <p>Nose</p>	 <p>Oh No!</p>
 <p>Owl 1</p>	 <p>Owl 2</p>

PRINT & CUT

Yoga Pose Cards


Print, Cut, Laminate



PRINT & CUT

Yoga Pose Cards

Print, Cut, Laminate

 <p>Tree 1</p>	 <p>Tree 2</p>
 <p>Up Dog</p>	 <p>Down Dog</p>

Physical Education Grade 3 Unit 3 Lesson Plan 2 Dance

Lesson Plan 2:Dance

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 3	Lesson Plan: 2
LESSON TITLE: Dance				
ENDURING UNDERSTANDING: Students will practice a variety of step patterns and dance combinations using repeatable rhythmic sequences.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <p style="padding-left: 20px;">g. Demonstrates various step patterns and combinations of movement patterns in repeatable rhythmic sequences.</p> <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p style="padding-left: 20px;">e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.</p> <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <p style="padding-left: 20px;">a. Identifies the benefits of being active, exercising, and playing.</p> <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p style="padding-left: 20px;">a. Demonstrates the ability to work successfully with a partner or with a small group.</p> <p style="padding-left: 20px;">b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills.</p> <p style="padding-left: 20px;">c. Accepts and implements corrective feedback from the teacher.</p> <p style="padding-left: 20px;">d. Accepts and respects differences and similarities in physical abilities in self and others.</p> <p style="padding-left: 20px;">e. Identifies equipment-specific safety rules and follows them.</p> <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p style="padding-left: 20px;">b. Describes the challenge that comes from learning a new physical activity.</p>				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
• N/A	• Visual Observations	• Dance Skills Academic Language Quiz		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> Using step patterns with rhythmic sequences. Combine movement patterns in repeatable rhythmic sequences. <p>VOCABULARY:</p> <ul style="list-style-type: none"> Dance Rhythm 8-count Move Choreography Beats Cue Leader 				

Physical Education Grade 3 Unit 3 Lesson Plan 2 Dance

- Follower
- Partner
- Tempo
- Sequences
- Repeatable

LINKS:

Open Physed Dance: https://openphysed.org/curriculum_resources/dance-35

Ben Pirillo Teach Physed Let's Dance Videos: <https://teachphysed.weebly.com/lets-dance-videos.html>

DIFFERENTIATED LEARNING

SPACE:

Provide spacing between each student to accommodate enough personal space in case students move in the wrong direction during a dance.

TASK:

Teachers can divide groups to do the Health-Related Fitness Cupid Shuffle based on ability levels instead of the whole class.

GROUPING:

Students can be chosen to be dance leaders through volunteers or teacher observations.

MATERIALS

STUDENT EQUIPMENT:

- Copies of Dance Skills Academic Language Quiz for each student
- Pencils for each student

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)
- Projector with teacher computer connected with internet access
- Screen or flat wall to project video
- Copy of Cupid Shuffle Dance Activity Card
- Cupid Shuffle Music
- Copy of Fjaskern Dance Activity Card
- Fjaskern Music

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Getting students
ready to learn

ESSENTIAL QUESTIONS:

How do I follow the leader to match dance steps to a rhythm?
How can I overcome the challenge of learning something new?

HOOK/INTRODUCTION ACTIVITY: (approx. 10-15 mins)

Activity Name: Dance Warm-Up

Set Up:

- Have a projector set up with internet access and the website below pulled up with teacher selected dances.
- Place projector where students can spread out in lines to see the dance and have enough personal space to move.

Activity Procedure:

- Introduce the lesson and essential questions for today

Physical Education Grade 3 Unit 3 Lesson Plan 2 Dance

	<ul style="list-style-type: none">• Teach vocabulary for dance unit and demonstrate 8 counts• Spread students out with enough personal space to be able to see the projector (separating them into lines all facing the same way works best so they can mimic the moves)• Complete the following dances as a whole group to practice rhythmic sequences and following along with a leader<ul style="list-style-type: none">○ Choose 1-2 dances from this website based on the level of your class. Dances are divided into light, moderate and vigorous activity levels.○ Ben Pirillo Teach Physed Let's Dance Videos
FOCUS ACTIVITY	<p>STUDENT AND TEACHER PROCEDURES: (approx. 25 mins)</p> <p>Activity Name: Cupid Shuffle and Fjaskern (from Open Physed)</p> <p><u>Set-Up:</u></p> <ul style="list-style-type: none">• Keep students in the lines they were in for the warm-up dances• The teacher should stand in front and face the same direction so that students can follow their lead. <p><u>Activity Procedure:</u></p> <ol style="list-style-type: none">1. Cupid Shuffle<ul style="list-style-type: none">• Use the Cupid Shuffle and activity card to teach the steps of the dance to the whole class.• Practice without music so that students understand the movements and how to turn to the right after each verse.• Dance with Music. Select students to move to the front of each row to be a leader each time students turn based on performance.• After completing the dance all the way through with music, you can choose to complete again using the Health-Related Fitness Challenges on the activity card, or move to the next dance below.2. Fjaskern<ul style="list-style-type: none">• Explain to students that this next dance is a traditional Swedish folk dance• Divide the class into two circles, one inside the other• Practice the steps using the Fjaskern Dance Activity Card without music• When students are ready, complete with the music
CLOSING	<p>REVIEW: (approx. 5 mins)</p> <ul style="list-style-type: none">• Hand out copies of the Dance Skills Academic Language Quiz.• Give students time to complete.• You may use this quiz as a pre-assessment and then take it again after a few more lessons on Dance as a post-assessment to compare growth during the unit.

ACTIVITY CARD

Dance Skill Activity Cards

The Cupid Shuffle

Dynamic Warm-up Dance

Music by DJ Cupid [[iTunes Link](#)]

Music Cue	Movement
To the Right	Side-step to the R 4 times, stepping on the beat. (Counts 1-&2-&3-&4-&)
To the Left	Side-step to the L 4 times, stepping to the beat. (Counts 5-&6-&7-&8-&)
Now Kick	Touch the R heel out to the front and then step the R foot back in. (Counts 1-&) Touch the L heel out to the front and then step the L foot back in. (Counts 2-&) Repeat to the R. (Counts 3-&) Repeat to the L. (Counts 4-&)
Now Walk It By Yourself	Take 8 small steps in place while turning ¼ turn to face the next wall. (Counts 5-&6-&7-&8-&)

Health-Related Fitness Challenge: Cardiorespiratory Endurance

Music Cue	Movement
To the Right	Lateral jump to the R 4 times, jumping on the beat. (Counts 1-&2-&3-&4-&)
To the Left	Lateral jump to the L 4 times, jumping to the beat. (Counts 5-&6-&7-&8-&)
Now Kick	Perform high knees R and then L. Repeat 4 times. (Counts 1-&2-&3-&4-&)
Now Walk It By Yourself	Take 4 shallow squats in place while turning ¼ turn to face the next wall. (Counts 5-&6-&7-&8-&)

ACTIVITY CARD

Health-Related Fitness Challenge: Muscular Strength and Endurance

Music Cue	Movement
To the Right	In a plank position, walk hands and feet to the R. (Counts 1-&2-&3-&4-&)
To the Left	In a plank position, walk hands and feet to the L. (Counts 5-&6-&7-&8-&)
Now Kick	Perform mountain climbers 4 times each leg. (Counts 1-&2-&3-&4-&)
Now Walk It By Yourself	Perform 4 push-ups while turning a ¼ turn to face the next wall. (Counts 5-&6-&7-&8-&)

SAMPLE

ACADEMIC LANGUAGE QUIZ

Most songs are made up of many _____ strung together.

1

- a. loops
- b. 3-counts
- c. 5-counts
- d. 8-counts

A specific instruction to be performed immediately within a dance.

2

- a. instruction
- b. call
- c. shout
- d. move

The set and sequence of movements that make up a dance.

3

- a. line dance
- b. pattern
- c. choreography
- d. song

The number/numbers associated with beats in a measure of music.

4

- a. count
- b. beats
- c. rhythm
- d. flow

A word, phrase, or signal that tells someone to do something specific.

5

- e. sign
- f. whistle
- g. noise
- h. cue

The person who responds to guidance signals from a leader.

6

- a. follower
- b. hustler
- c. leader
- d. second lead

A person who dances or plays on the same team as one other person.

7

- a. buddy
- b. partner
- c. friend
- d. opponent

The speed at which a passage of music is played. Pace.

8

- a. speed
- b. beat
- c. rhythm
- d. tempo

ACTIVITY CARD

Fjaskern

Dynamic Warm-up Dance

Music is traditional Swedish [[iTunes Link](#)]

Movement Name	Movement Description	Counts
Walk	When the music begins, both circles walk counterclockwise, stepping on each beat and beginning with the R foot. Partners remain next to each other as they walk. On the 8 th count, turn to face the other direction.	1-2-3-4-5-6-7-8- 1-2-3-4-5-6-7-8
	Both circles walk clockwise, stepping on each beat and beginning with the R foot. Partners remain next to each other as they walk. On the 8 th count, partners turn to face each other.	1-2-3-4-5-6-7-8- 1-2-3-4-5-6-7-8
Heel Touches	Touch the R heel out in front and then step it back in. Touch the L heel out and step it back in. Repeat.	1-+-2-+-3-+-4-+-
	Clap on 5. Partners walk toward each other, passing on the L and switching places in the circles.	5-6-7-8
	Repeat 3 more times.	3 counts of 8

Repeat these movements as the tempo gets faster and faster.

Challenge: the last time students switch places in the circle, the partner on the outside circle moves forward as well so they can begin with a new partner.

Physical Education Grade 3 Unit 3 Lesson Plan 3 Individual Jump Rope Skills

Lesson Plan 3: Individual Jump Rope Skills

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 3	Lesson Plan: 3
LESSON TITLE: Individual Jump Rope Skills				
ENDURING UNDERSTANDING: Students will build confidence in their ability to jump and leap for varying heights and distances while improving individual jump rope skills to include a wider variety of jumps.				
GSE TO ADDRESS IN LESSON PLAN				
MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> d. Performs a leap using a mature pattern. e. Jumps and lands on feet for height and distance. r. Jumps a self-turned rope while continuously performing a variety of skills (skier, bell, straddle, and scissors). 				
STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
<ul style="list-style-type: none"> e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. 				
FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.				
<ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. 				
RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
<ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. 				
VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
<ul style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. 				
ASSESSMENTS:				
DIAGNOSTIC		FORMATIVE		SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.		Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.		Gauge student mastery of standards.
<ul style="list-style-type: none"> • Visual Observations 		<ul style="list-style-type: none"> Visual Observations Self-Assessment Class Debrief 		<ul style="list-style-type: none"> • N/A
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS:				
<ul style="list-style-type: none"> • Jumping and landing with correct form • Leaping with mature form • Using a self-turned rope safely to perform a variety of individual jump rope skills continuously 				
VOCABULARY:				
<ul style="list-style-type: none"> • Jump • Leap • Self-turned rope • Skier • Bell • Straddle 				

Physical Education Grade 3 Unit 3 Lesson Plan 3 Individual Jump Rope Skills

- Scissors

LINKS:

[Open Physed Tools for Learning Jump Rope](#)

DIFFERENTIATED LEARNING

TIME:

Students will progress through the jumps at their own pace, allowing more time as needed with skills to build confidence.

TASK:

Provide progressive jump challenges so that students can continue to practice more challenging jumps as they are ready.

EQUIPMENT:

Students who need more practice with jump roping will want to use a beaded jump rope to gain confidence. Those who are at a higher level can progress to a speed rope.

MATERIALS

STUDENT EQUIPMENT:

- Individual Jump Rope per student (have a variety of sizes and types available-speed, beaded, etc.)
- Copy of Jump Rope Self-Assessment per student
- 1 pencil/crayon per student

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)

OPENING
Getting students ready to learn

ESSENTIAL QUESTIONS:

In what ways can I demonstrate jumping a self-turned rope continuously?

HOOK/INTRODUCTION ACTIVITY: (approx.. 15 mins)

Activity Name: Jump Rope Self-Assessment and Mini-Lesson

Set Up:

- Pass out Jump Rope Self-Assessment to all students
- Have students complete the Pre-Assessment and Goal section for all categories
- Collect papers

Activity Procedure:

- Demonstrate the difference between leaping and jumping.
- Demonstrate correct form of leaping and vertical jumps, pointing out knee positioning and landing softly.
- Discuss safety rules for individual jump ropes, choices between types, and how to size them for each student.
- Have students get a rope and spread out in personal space.

FOCUS
ACTIVITY

STUDENT AND TEACHER PROCEDURES: (approx. 25 mins)

Activity Name: Individual Jump Rope Practice

Set-Up:

- Students should be spread out with the rope of their choice in personal space.

Physical Education Grade 3 Unit 3 Lesson Plan 3 Individual Jump Rope Skills

	<p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• Demonstrate the following jumps for students:<ul style="list-style-type: none">○ Basic Jump○ Speed Jump○ Jogging Jump• Turn on the music and allow students time to practice. The teacher will walk around and help students as needed. Once they can jump 15-20 times continuously, they can try to combine jumps or try a trick they know.• Stop the music and have students freeze after 5-10 minutes.• Demonstrate the next level of jumps for students:<ul style="list-style-type: none">○ Skier○ Bell○ Straddle○ Scissors○ Criss-Cross• Turn on music again and allow students to practice any of the jumps demonstrated.• The teacher will walk around and provide support and demonstrate jumps as needed for students.<ul style="list-style-type: none">○ Provide an area where students can come to get timed by the teacher if they want to see how long they can jump without stopping.○ Allow students the chance to find a partner or small group to have a jump competition to try to see who can jump the longest performing various jumps.
CLOSING	<p>REVIEW: (approx. 5 mins)</p> <p>Once students have put away their jump ropes, have a class debrief to discuss how the lesson went with the following prompts:</p> <ul style="list-style-type: none">• What was challenging about today?• What was fun and exciting to do today as you learned new things?• What are you looking forward to next time that we jump rope?

SELF-ASSESSMENT

Jump Rope Self -Assessment

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the “Goal” column to show how much you’d like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**. I wish I could do this better, and so I will keep trying my best to improve.



Level 2:

I'm in the **Major Leagues**. Practice is helping, and I will keep trying my best to improve.



Level 3:

I'm an **All Star**. I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Jumping a Short Rope	★ ★ ★	★ ★ ★	★ ★ ★
3+ Jump Rope Tricks	★ ★ ★	★ ★ ★	★ ★ ★
Jumping a Long Rope	★ ★ ★	★ ★ ★	★ ★ ★
Turning a Long Rope	★ ★ ★	★ ★ ★	★ ★ ★

Physical Education Grade 3 Unit 3 Lesson Plan 4 Long Ropes

Lesson Plan 4: Long Ropes

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 3	Lesson Plan: 4
LESSON TITLE: Long Ropes				
ENDURING UNDERSTANDING: Students will gain experience jumping inside of a long rope, practicing turning a long rope, and entering/exiting a turning long rope.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> e. Jumps and lands on feet for height and distance. s. Enters/exits a turning long rope. <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. 				
ASSESSMENTS:				
DIAGNOSTIC		FORMATIVE		SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.		Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.		Gauge student mastery of standards.
<ul style="list-style-type: none"> • Visual Observations 		<ul style="list-style-type: none"> • Visual Observations • Self-Assessment 		<ul style="list-style-type: none"> • Jump Rope Skill Evaluation Rubric
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Jumping a long rope • Turning a long rope • Entering and exiting a turning long rope <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Jump • Self-Turned Rope • Long Rope • Enter • Exit <p>LINKS:</p> <p>Open Physed Tools for Learning Jump Rope</p>				

Physical Education Grade 3 Unit 3 Lesson Plan 4 Long Ropes

DIFFERENTIATED LEARNING

TASK:

Students will progress in each station to more challenging jumps and tricks as they find success with their task. They will be allowed to continue working at their level to gain confidence and success.

EQUIPMENT:

Individual jump ropes should be provided to accommodate size and type based on student comfort level (i.e.: beaded and speed ropes).

GROUPING:

Students can be grouped randomly, or by previous skill assessment in prior classes.

MATERIALS

STUDENT EQUIPMENT:

- Station 1:
 - Various sizes and types of individual ropes, enough for the number of students per group.
- Station 2:
 - Long individual jump ropes, enough for partners within the group.
- Station 3:
 - 1 long rope tied to a stationary object, such as a volleyball standard
 - Cone to indicate starting line for those waiting
- Station 4:
 - 2 long jump ropes
 - Cone to indicate starting line for those waiting

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)
- Timer or clock app on the phone
- Copy of Jump Rope Skill Rubric with class roster written in prior to class

OPENING
Getting students ready to learn

ESSENTIAL QUESTIONS:

- How can I work successfully with a partner and a small group?
- What are some ways to turn a long rope successfully to allow someone else to jump inside?
- How can I enter and exit a turning long rope?

HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

Activity Name: Jump Rope Review and Station Directions

Set-Up:

- Have stations set up prior to student arrival

Physical Education Grade 3 Unit 3 Lesson Plan 4 Long Ropes

	<p><u>Activity Procedure:</u></p> <ul style="list-style-type: none"> • Number students into groups of 4 and send them to their first station to await directions. • Discuss the EQ for today and how we will work on individual, partner, and long rope jumps today. • Explain that you will be evaluating their skills on individual and long ropes today, as well as their ability to work with a partner and within their group. • Remind students of their pre-assessment goals for individual and long rope jumps. • Demonstrate each station and expectations at each. Go over the proper form of individual jumps, partner jumps, long rope turning, long rope jumping, and entering/exiting a turning rope. Use students to help demonstrate.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES: (approx. 30 mins)</p> <p>Activity Name: Jump Roping Stations</p> <p><u>Set Up:</u></p> <ul style="list-style-type: none"> • Station 1: Individual Jump Rope Skills <ul style="list-style-type: none"> ○ The teacher will use Jump Rope Skill Rubric with students in this station. Provide a list of available jumps for students based on what has been previously taught. • Station 2: Partner Jump Roping with 1 Rope <ul style="list-style-type: none"> ○ Have students partner up with 1 tall individual rope per pair ○ Students will take turns being the turner to work on partner jumps ○ Face to face, both partners facing the same direction, back to back • Station 3: Long Rope with one end tied <ul style="list-style-type: none"> ○ Tie a long rope to a fixed structure (i.e.: volleyball standard) ○ Have students line up a safe distance away from the long rope ○ First-person in line turns, next person stands next to the rope and jumps upon the rope turning ○ When finished, the jumper becomes the turner and the turner goes to the end of the line • Station 4: Long Rope with Two Turners <ul style="list-style-type: none"> ○ Have 1-2 long ropes available depending on how many students are in a group ○ Have 2 turners and 1-2 jumpers ○ Work on turning and jumping with a stationary rope to start ○ After everyone has a turn, have students practice entering and exiting the turning rope ○ The teacher will move to this station to complete the skill rubric after working with students in Station 1 <p><u>Activity Procedure:</u></p> <ul style="list-style-type: none"> • Assign students to the 4 groups and send them to their station • Complete each station for approximately 6-7 minutes, with a 1-minute rotation in between
<p>CLOSING</p>	<p>REVIEW: (approx. 5 mins)</p> <p>Pass back the student self-assessment for Jump Rope Skills and have students complete the Post section and turn in. If time allows, have students share out how they improved from the beginning and if they met their goals.</p>

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Jump Rope Rubric

Proficient 4	Consistently performs jumping/landing skills with control, using critical cues. Performs a variety of intermediate jump rope tricks (short and long rope). Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to competently perform basic jump rope skills. Demonstrates good effort when learning tricks. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty performing basic jump rope skills. Cannot perform tricks. Cannot complete a routine. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
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Physical Education Grade 3: Unit #4: Striking with Feet, Fitness Testing, and Culminating Activities

Unit 4: Fitness Testing and Culminating Activities

Course: Physical Education

UNIT #1: Striking with Feet, Fitness Testing, and Culminating Activities **PACING: 9 Weeks**

UNIT FOCUS: Kicking and Dribbling with Feet, Georgia FitnessGram Testing, Cooperative Games

STANDARDS AND ELEMENTS

MOTOR SKILLS PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- l. Dribbles with the feet while traveling at slow to moderate speeds and while keeping the ball under control.
- m. Runs to kick a stationary ball at a target.
- n. Uses a continuous running approach to kick the ball on the ground (inside of the foot) and in the air (shoe laces) while demonstrating mature kicking form (keeping eye on the ball, stepping with opposite foot next to the ball, contacting the ball with the dominant foot, following through).
- o. Receives and passes the ball to a stationary target using the inside of the feet.

STRATEGIES PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Practices and recognizes the proper protocol for each Georgia Fitness Assessment component.
- e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.

FITNESS PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.

- a. Identifies the benefits of being active, exercising, and playing.
- c. Demonstrates activities for each component of health-related fitness to prepare for fitness testing.
- d. Demonstrates the proper protocol for the Georgia Fitness Assessment components.

RULES PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates the ability to work successfully with a partner or with a small group.
- b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- c. Accepts and implements corrective feedback from the teacher.
- d. Accepts and respects differences and similarities in physical abilities in self and others.
- e. Identifies equipment-specific safety rules and follows them.

VALUE AND JOY PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- b. Describes the challenge that comes from learning a new physical activity.
- c. Recognizes the connection between enjoyment and participation of physical activity.
- d. Recognizes that physical activity provides opportunity for social interaction.

EXAMPLE LESSON PLANS

- Soccer Practice
- FitnessGram Pacer
- FitnessGram Stations: Height/Weight, Curl Ups, Push Ups, Sit and Reach

Physical Education Grade 3: Unit #4: Striking with Feet, Fitness Testing, and Culminating Activities

EXAMPLE ASSESSMENTS

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Self-assessment • Peer assessment • Peer discussion • Fitness Test scores • Class debriefs • Visual Observations 	<ul style="list-style-type: none"> • Skill evaluation using rubrics

SUPPLEMENTAL RESOURCES

- [Open Physed Soccer Skills](#)
- [GA Fitness Assessment Manual](#)
- [Pacer Individual Score Sheet](#)
- [Aerobic Capacity Video](#)
- [Pacer Test Demonstration Video](#)

SAMPLE

Physical Education Grade 3 Unit 4 Lesson Plan 1 Soccer Practice

Lesson Plan 1: Soccer Practice

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 4	Lesson Plan: 1
LESSON TITLE: Soccer Practice				
ENDURING UNDERSTANDING: Students will gain experience with dribbling using their feet at various speeds, kicking a stationary ball, and passing/receiving a ball with their feet.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> 1. Dribbles with the feet while traveling at slow to moderate speeds and while keeping the ball under control. <ul style="list-style-type: none"> o. Receives and passes the ball to a stationary target using the inside of the feet. <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. c. Recognizes the connection between enjoyment and participation of physical activity. d. Recognizes that physical activity provides opportunity for social interaction. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Visual observations • Self-assessment • Peer discussion 	<ul style="list-style-type: none"> • Soccer skill assessment rubric 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Dribbling a ball with the feet under control at varying speeds • Passing and receiving a ball with the feet <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Soccer • Dribble • Pass • Trap • Receive 				

Physical Education Grade 3 Unit 4 Lesson Plan 1 Soccer Practice

- Kick
- Stationary
- Control
- Target

LINKS:

[Open Physed Soccer Skills](#)

- [Kevin Tiller: Physed School Foot Skills](#)

DIFFERENTIATED LEARNING

TASK:

Practice tasks become progressively more challenging. Students can remain at the previous level if needed to build more confidence.

EQUIPMENT:

Different sizes and types of soccer balls may be used as best suited to each student's needs.

GROUPING:

Partners can be self-selected to allow students the opportunity to work with others of varying physical skill, or you can try to group them with similar ability to challenge each other.

MATERIALS

STUDENT EQUIPMENT:

- 1 soccer ball per student
- 2 cones per pair of students positioned throughout the playing area before students arrive 6-10 feet apart

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)
- Projector
- Screen/Flat Wall
- Computer
- Internet Access

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

How can I dribble a ball with my feet while keeping control of the ball?
 How can I pass a ball using the inside of my foot?
 What are ways I can trap a soccer ball?
 How do I demonstrate the ability to work successfully with a partner?

HOOK/INTRODUCTION ACTIVITY: (approx. 20 mins)

Activity Name: Physed Review Foot Skills

Set Up:

- Give each student a soccer ball and have them spread out in self-space where they can see the projector
- Have the projector ready to go with [Kevin Tiller's Physed School Foot Skills](#)
- Hand out copies of the soccer self-assessment and a pencil to all students
- Introduce the lesson essential questions, and the vocabulary on the self-assessment (dribbling, passing, trapping, kicking, and safety). Demonstrate each word with a ball for students to see.
- Have them complete the Pre and Goal section of their assessment and turn it in.

Physical Education Grade 3 Unit 4 Lesson Plan 1 Soccer Practice

	<p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• Now that we have determined where we think we are in our skills and where we want to go, let's practice each skill on our own.• Have students practice along with the video to progress through the levels of foot skills practice with the video.• Walk around and assist students with form errors and help with spacing.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES: (approx.20 mins)</p> <p>Activity Name: Soccer Practice</p> <p><u>Set Up:</u></p> <ul style="list-style-type: none">• Have students choose a partner and go to a designated space in the playing area. They will take their soccer ball from the warm-up with them.• Students should be at least 6-10 feet apart for this activity. Mark the area ahead of time with a cone for each partner. <p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• Explain to students that we will now take what we have practiced on our own and work with a partner.• We will go through a series of activities today like you would in soccer practice.• Remind students to stay positive if they make mistakes and to help their partner with the skills so that they both can improve.• Demonstrate each activity and allow practice for 2-3 minutes with music playing. Stop and review before demonstrating the next activity. Monitor students and help with form.• Practice Activities:<ul style="list-style-type: none">○ One person at a time, dribble around your partner and back to your starting cone. Trap the ball with the bottom of your foot to stop. Then switch.○ Turn in one ball to the ball bin, you will only need one per pair now.○ Continue dribbling from before, but when you return to your starting cone, pass the ball with the inside of your foot to your partner. Trap with the bottom of your foot and dribble around your partner.○ Partner without the ball will make a goal with their legs. Partner with the ball will pass using the inside of their foot trying to get the ball into the goal their partner has made. Then switch.○ Passing back and forth with a partner using inside of the foot. Remember to trap with the bottom of your foot before passing back!○ If time allows, play Dribble Tag with your partner<ul style="list-style-type: none">■ When the music is on, pass back and forth as we did before.■ When the music stops, whoever has the ball will dribble away.■ Whoever does not have the ball will close their eyes and count to ten. When finished, they will run to tag the dribbler with two fingers on the shoulder and switch places.■ Be careful to point out dribble only at a walking pace and watch out for other players.■ Continue until the music comes on and return to cones to pass. <p>Repeat as many times as time allows.</p>

Physical Education Grade 3 Unit 4 Lesson Plan 1 Soccer Practice

CLOSING

REVIEW: (approx. 5 mins)

Summarize the lesson with a peer discussion. Partners that have worked together today will discuss the following prompts and then share out as a class.

- What was challenging about today's lesson?
- How did you overcome those challenges?
- What do you think you are better at now?
- What did you have the most fun with and why?

SAMPLE

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**.

I wish I could do this better. And so I will keep trying my best to improve.



Level 2:

I'm in the **Major Leagues**.

Practice is helping and I will keep trying my best to improve.



Level 3:

I'm an **All Star**.

I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Dribbling	★ ★ ★	★ ★ ★	★ ★ ★
Passing	★ ★ ★	★ ★ ★	★ ★ ★
Trapping	★ ★ ★	★ ★ ★	★ ★ ★
Kicking	★ ★ ★	★ ★ ★	★ ★ ★
Safety	★ ★ ★	★ ★ ★	★ ★ ★

Physical Education Grade 3 Unit 4 Lesson Plan 2 FitnessGram

Lesson Plan 2: FitnessGram Pacer Fun

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 4	Lesson Plan: 2
LESSON TITLE: FitnessGram Pacer				
ENDURING UNDERSTANDING: Students will gain an understanding of pacing themselves during cardiovascular activities and practicing the state-administered PACER test.				
GSE TO ADDRESS IN LESSON PLAN				
MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
c. Travels differentiating between speeds (jogging, sprinting, and running).				
STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Practices and recognizes the proper protocol for each Georgia Fitness Assessment component.				
e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.				
FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.				
a. Identifies the benefits of being active, exercising, and playing.				
c. Demonstrates activities for each component of health-related fitness to prepare for fitness testing.				
d. Demonstrates the proper protocol for the Georgia Fitness Assessment components.				
RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
a. Demonstrates the ability to work successfully with a partner or with a small group.				
b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills.				
c. Accepts and implements corrective feedback from the teacher.				
d. Accepts and respects differences and similarities in physical abilities in self and others.				
e. Identifies equipment-specific safety rules and follows them.				
VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
b. Describes the challenge that comes from learning a new physical activity.				
c. Recognizes the connection between enjoyment and participation of physical activity.				
d. Recognizes that physical activity provides opportunity for social interaction.				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
• NA	<ul style="list-style-type: none"> Visual observations Peer assessment-Pacer score sheet Class debrief 	• NA		
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS:				
<ul style="list-style-type: none"> Using pacing skills to travel at increasing speeds during the PACER test. Working with others to respect differences and similarities in physical abilities. Demonstrate the proper protocols for Georgia Fitness Assessment components. 				
VOCABULARY:				
<ul style="list-style-type: none"> Jog Run Sprint 				

Physical Education Grade 3 Unit 4 Lesson Plan 2 FitnessGram

- Pace
- Cardiovascular Endurance
- Aerobic Capacity
- Healthy Fitness Zone
- FitnessGram

LINKS:

- [GA Fitness Assessment Manual](#)
- [Pacer Individual Score Sheet](#)
- [Aerobic Capacity Video](#)
- [Pacer Test Demonstration Video](#)

DIFFERENTIATED LEARNING

TIME:

The Pacer test is designed to allow students the opportunity to go as far as they are able and challenge themselves to set new personal records in time spent running.

TASK:

You may select the 15-meter test if your space is smaller, but the 20-meter test is preferred.

GROUPING:

It is best to group students by ability for this test. Students perform better when they are able to run with someone who runs a similar pace and can run a similar number of laps.

MATERIALS

STUDENT EQUIPMENT:

- 1 Pacer Score Sheet, laminated, per pair
- 1 Vis-à-vis marker per pair

TEACHER EQUIPMENT:

- Projector
- Computer with internet access
- Sound system
- 20M Pacer test cadence (Use FitnessGram CD in manual, or use a YouTube version of the test)
- Cones to mark lanes
- Floor tape to mark the start and stop points (chalk or cones if going outside)
- The class roster for scorekeeping

OPENING
Getting students
ready to learn

ESSENTIAL QUESTIONS:

How can I travel at different speeds to maintain an appropriate pace during the Pacer test

How do I keep score for my partner correctly to help them determine if they are in the Healthy Fitness Zone?

HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

Activity Name: Pacer Introduction and Mini-Lesson

Set-Up:

- Seat students where they can see the projector and face the teacher
- Have a marker and scorecard available to demonstrate scoring to students

Physical Education Grade 3 Unit 4 Lesson Plan 2 FitnessGram

	<p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• Review the Essential Question and vocabulary for today’s lesson• Ask students what they think it means to pace themselves and why do we use this test to measure our cardiovascular endurance?• Play the following videos to go over cardiovascular endurance and the Pacer protocols<ul style="list-style-type: none">○ Aerobic Capacity: https://www.youtube.com/watch?time_continue=3&v=5FwHS2iT-IA&feature=emb_logo○ Pacer Instructions: (Show video so students can see how the test is run and the role of the partner in keeping track of scores-they do not use a scoresheet in this example for the partner, so teachers will have to demonstrate marking this correctly by slashing completed laps and circling missed laps.) https://www.youtube.com/watch?v=XJAtUKjxk4&list=PLKoAcTgp6lVTdeOp7PHHbRbSlePsvNeoI&index=7&t=0s• Make sure students understand how to mark the scorecard when a student completes a lap versus when they miss a lap. Remind them to give credit for completed laps even if a student stops on their own after completing.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES: (approx. 30 mins)</p> <p>Activity Name: Pacer Test</p> <p><u>Set-Up:</u></p> <ul style="list-style-type: none">• Prior to class, have your roster divided into groups of runners of similar ability levels.• Have your running lanes set up and marked off with cones, floor tape, or chalk depending on your testing location.• Have score cards laminated and vis-à-vis markers ready for students.• Set up your music player with the 20-meter Pacer test cadence. There are available options on YouTube if you do not have the official test CD. <p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• Call the first group of runners to get a scorecard and marker and report to their starting line.• Have them write their name on the card and then begin stretching their legs and arms. You may need to demonstrate appropriate stretches if this is not a common part of your classes.• Call the second group of runners to the start line. They will be the scorekeepers for the runners.• All other students can sit out of the testing area to watch both runners and scorekeepers so they will know what to do when it is their turn. Discuss being respectful by staying quiet so runners can hear the test.• Have students run the Pacer test. Help point out any form breaks to scorekeepers and monitor runners. Have any runner stop that looks like they are in distress.• When the last runner finishes in that group, have the runner get water and the scorekeepers report scores to you.• When scores are reported, scorekeepers will get a clean card and write their name as they are now the runner.• Call the next group of runners to be the scorekeeper and continue. Runners that have completed their test will join the audience out of the testing area to rest.• Continue until all students have run the test.• Upon completion, have students compare their scores to the Healthy Fitness Zone for their age/gender.

Physical Education Grade 3 Unit 4 Lesson Plan 2 FitnessGram

CLOSING	<p>REVIEW: (approx. 5 mins)</p> <p>Have students reflect individually on their test today and the Healthy Fitness Zone for their age/gender. If they ran today, reflect on what they can do to increase their score next time. If they did not run today, have them think about the best ways to prepare (i.e.: getting a good night's rest, drinking water, stretching).</p> <p>Summarize as a class during the class debrief and ask if there are any questions about the activity. What types of activities can students think of that can be done at home to improve cardiovascular endurance?</p>
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SAMPLE

Physical Education Grade 3 Unit 4 Lesson Plan 3 FitnessGram

Lesson Plan 3:

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 4	Lesson Plan: 3
LESSON TITLE: FitnessGram Stations: Height/Weight, Curl Ups, Push Ups, Sit and Reach				
ENDURING UNDERSTANDING: Students will demonstrate a proper protocol for the Georgia Fitness Assessment components while also practicing other individual motor skills.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> c. Travels differentiating between speeds (jogging, sprinting, and running). l. Dribbles with the feet while traveling at slow to moderate speeds and while keeping the ball under control. <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none"> a. Practices and recognizes the proper protocol for each Georgia Fitness Assessment component. e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <ul style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. c. Demonstrates activities for each component of health-related fitness to prepare for fitness testing. d. Demonstrates the proper protocol for the Georgia Fitness Assessment components. <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. c. Recognizes the connection between enjoyment and participation of physical activity. d. Recognizes that physical activity provides opportunity for social interaction. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Fitness Test scores • Visual observations • Peer discussion 	<ul style="list-style-type: none"> • N/A 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<ul style="list-style-type: none"> • Aerobic Capacity • Healthy Fitness Zone • FitnessGram • Muscular Strength and Endurance 				

Physical Education Grade 3 Unit 4 Lesson Plan 3 FitnessGram

CONCEPTS:

- Components of health-related fitness related to each test on the FitnessGram test.
- Proper protocol for the GA Fitness assessment Height and Weight, Curl Up, Push Up and Sit and Reach tests.
- Jump roping for cardiovascular endurance
- Hand and foot dribbling

VOCABULARY:

- Cardiovascular Endurance

HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

Activity Name: Station Demonstration

Set-Up:

- Seat students where they can hear the directions and see all stations laid out

Activity Procedure:

- Walk to each station and demonstrate the activity and expectations for each station
 - Testing Station: The teacher will be here testing a group at all times.
 - We will start with Height/Weight and Sit and Reach since you have to remove your shoes for both tests. Demonstrate how to complete both tests and that height and weight is personal information that is not shared. Have students step on the scale backward so they cannot see the number to prevent them from sharing with others. You can also have them step behind a barrier if you would like.
 - The next time you come to this station, we will do the Push-Up test first, then the Curl Up test.
 - Jump Roping:
 - Students will work on individual jumps and competitions with others if they want to see who can jump the longest.
 - Review safety rules for jumps and jump ropes
 - Basketball Dribbling:
 - Provide all students with a basketball and allow them time to practice stationary dribbling, dribbling while moving, and any dribbling tricks they know.
 - Soccer Dribbling and Juggling:
 - Provide all students with a soccer ball and allow them time to practice dribbling within the coned area and work on juggling. Demonstrate juggling with a knee and catching before trying to alternate knees.

FOCUS ACTIVITY

STUDENT AND TEACHER PROCEDURES:

Activity Name: FitnessGram Testing Stations

Set-Up:

- Group the class into 4 groups
- Groups will rotate as many times as possible today, depending on how far the teacher can get in the testing station

Activity Procedure:

- Have all groups begin their station upon teacher start signal
- Rotate groups as the teacher complete the test for the group at their station
- Complete as many groups as possible

Physical Education Grade 3 Unit 4 Lesson Plan 3 FitnessGram

CLOSING	REVIEW: <ul style="list-style-type: none">• Have students clean up their stations and wait for instructions.• Review what tests have been completed today and the fitness component those tests measure. Remind students of their groups and where we will start for the next class. Have students find a partner to discuss the following prompts: (share out after each question) <ul style="list-style-type: none">• How can you improve your fitness levels at home?• What have you learned about yourself from the tests you have completed so far?• What are some goals you have about your fitness moving forward
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SAMPLE

Physical Education Grade 3 Unit 4 Lesson Plan 4 Fitness Kickball

Lesson 4: Fitness Kickball

Course: Physical Education	Grade: 3	Pacing: 1-45 min. class	Unit: 4	Lesson Plan: 4
LESSON TITLE: Fitness Kickball				
ENDURING UNDERSTANDING: Students will gain experience with dribbling using their feet at various speeds, kicking a stationary ball, running to kick a ball on the ground, and passing/receiving a ball with their feet.				
GSE TO ADDRESS IN LESSON PLAN				
<p>MOTOR SKILLS: PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ol style="list-style-type: none"> l. Dribbles with the feet while traveling at slow to moderate speeds and while keeping the ball under control. m. Runs to kick a stationary ball at a target. n. Uses a continuous running approach to kick the ball on the ground (inside of the foot) and in the air (shoe laces) while demonstrating mature kicking form (keeping eye on the ball, stepping with opposite foot next to the ball, contacting the ball with the dominant foot, following through). o. Receives and passes the ball to a stationary target using the inside of the feet. <p>STRATEGIES: PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ol style="list-style-type: none"> e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher. <p>FITNESS: PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level or physical activity and fitness.</p> <ol style="list-style-type: none"> a. Identifies the benefits of being active, exercising, and playing. <p>RULES: PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ol style="list-style-type: none"> a. Demonstrates the ability to work successfully with a partner or with a small group. b. Exhibits self-control and takes personal responsibility for student’s own actions by actively and independently practicing skills. c. Accepts and implements corrective feedback from the teacher. d. Accepts and respects differences and similarities in physical abilities in self and others. e. Identifies equipment-specific safety rules and follows them. <p>VALUE AND JOY: PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ol style="list-style-type: none"> b. Describes the challenge that comes from learning a new physical activity. c. Recognizes the connection between enjoyment and participation of physical activity. d. Recognizes that physical activity provides opportunity for social interaction. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Visual observations 	<ul style="list-style-type: none"> • Soccer Skills Performance Rubric 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Dribbling a ball with the feet under control at varying speeds • Passing a ball with accuracy with the inside of the foot • Kicking a stationary ball to a target 				

Physical Education Grade 3 Unit 4 Lesson Plan 4 Fitness Kickball

- Kicking a ball with a continuous running approach on the ground and in the air

VOCABULARY:

- Soccer
- Dribble
- Pass
- Trap
- Receive
- Kick
- Stationary
- Control
- Target
- Accuracy
- Force
- Sportsmanship
- Teamwork

LINKS:

[Open Physed Soccer Skills](#)

DIFFERENTIATED LEARNING

TASK:

During the introductory activity, students will be able to gain experience dribbling at their own pace and work on controlling the ball. If a student misses a ball during kickball, roll them another so that all students get the chance to kick.

EQUIPMENT:

Different sizes and types of soccer balls may be used as best suited to each student's needs.

GROUPING:

Group students into 2 teams randomly to even out talent with regard to kicking and fielding during Kick Ball.

MATERIALS

STUDENT EQUIPMENT:

- 1 soccer ball per student
- 3 half foam pool noodles
- 10-12 foam soccer balls
- 1 Ball cart (rolling folding cart works well)
- 2 vests of different colors

TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (whistle, music on/off, etc.)
- Copy of Soccer Skill Assessment rubric with the class roster

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

How can I dribble a ball with my feet while keeping control of the ball?

How can I pass a ball to a target with accuracy?

What are key points to remember when kicking a stationary ball, running to kick a ball on the ground or in the air?

HOOK/INTRODUCTION ACTIVITY: (approx. 15 mins)

Activity Name: Soccer Tag (Adapted from Open Physed)

Set-Up:

- Spread students out in the playing area with a soccer ball
- Give 3 students a half foam noodle to indicate they are taggers, they do not need a ball

Physical Education Grade 3 Unit 4 Lesson Plan 4 Fitness Kickball

	<p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• When the music starts, the game will begin• All dribblers will move throughout the playing area dribbling the soccer ball with their feet under control. All dribblers must move at a walking pace and watch where they are going to avoid taggers and other dribblers.• Taggers will tag students on the shoulder using the half foam pool noodle.• When tagged, the dribbler must freeze and hold the ball over their head. They will make a goal with their feet spread apart.• Another dribbler may free a tagged player by passing the ball with the inside of their foot through the goal.• Play for 2-3 minutes and stop the music.• Change taggers and review any concerns and point out successes from the first round.• Play 2-3 rounds focusing on dribbling skills and passing with accuracy and the right amount of force to not lose your ball.• The teacher will use the Soccer Skills Performance rubric to assess students during this game.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES: (approx. 25 mins)</p> <p>Activity Name: Fitness Kickball</p> <p><u>Set-Up:</u></p> <ul style="list-style-type: none">• Use a home plate and bases for 1st, 2nd, and 3rd• Have a team line up starting at home plate and place the last person in line in a scrimmage vest• Have the other team spread out behind the pitcher (teacher) and the basket full of soccer balls <p><u>Activity Procedure:</u></p> <ul style="list-style-type: none">• Explain that we will be working on kicking a rolling ball using our laces with toes pointed down. Demonstrate how to kick using the non-dominant foot to aim and the kicking leg to swing and strike the ball upwards while rolling.• The teacher will be the pitcher. After each kicker, use a new ball to roll to the next kicker so that all players are constantly in motion and there is very little wait time for those in line.• After you kick the ball, begin running all 3 bases• After 3rd base, go to the end of the line• The final runner in the scrimmage vest will run all three bases and tag home plate when finished• The fielding team will work together to get all the balls that are kicked back into the basket before the final runner tags home plate.• If all the balls get back into the basket before the last runner tags home, the fielding team earns a point.• If the last runner tags home before all the balls are back into the basket, the kicking team earns a point.• Switch sides and place a different color vest on the last runner in the next line.• Play multiple rounds, pointing out any form corrections to fielding and/or kicking and emphasize teamwork and showing good sportsmanship regardless of the outcome.

Physical Education Grade 3 Unit 4 Lesson Plan 4 Fitness Kickball

	<ul style="list-style-type: none">• The teacher will complete the rest of the soccer skills performance rubric after this activity
CLOSING	<p>REVIEW: (approx. 5 mins)</p> <p>At the end of the game, have students from opposing teams find someone to give a High 5 to and say, "Good Game." Tell that person something you noticed they did well in today's game.</p> <p>Summarize the lesson as a class pointing out ways to be more successful in games like this, for example, kick the ball farther, or to the sides so it is harder to field and bring back to the basket. Discuss how using different levels of force can help in a game like this.</p>

SAMPLE

GRADE: _____ **CLASS:** _____

Soccer Skills Rubric

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy. Traps and dribbles with acceptable control. Has demonstrated skill combinations.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely passes and displays control/accuracy. Cannot perform skill combinations.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
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