"PE Rocks with Mrs. E"

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DESCRIPTION:
Elementary physical education should be fun but it should also have purpose and direction. All ages of students can learn skill knowledge, health knowledge, and character knowledge through movement in PE. Learn a variety of elementary PE activities while developing the MIND, BODY AND SPIRIT!

THREE OBJECTIVES/OUTCOMES:
1. Participants will learn how to use essential questions and essential vocabulary/literacy within their lessons.
2. Participants will learn and participate in a variety of elementary PE activities that enhance learning.
3. Participants will learn how to integrate the components of fitness and health into their learning.

KEY WORDS/PHRASES
- essential questions
- vocabulary/literacy
- PE activities
- components of fitness and health
ESSENTIAL QUESTIONS
(From an unknown resource)

1-Essential Questions derive from the benchmarks and Grade-Level Expectations, and frame teaching and learning.

2-They point toward key issues and ideas, suggesting meaningful and provocative inquiry into the content.

3-Essential Questions have more than one answer. They promote analysis, stimulate thought, and spark additional questions.

4-They set the stage for higher-order thinking and problem-based learning that promote the transfer of knowledge to new situations.

VOCABULARY
1-What vocabulary words meet the needs of the curriculum/subject being taught at your STUDENTS grade level.

2-There are A LOT of vocabulary words to choose from for each unit. Think about which words are NECESSARY for the high level of learning for your students. Which words will you use again and which words are important to the year long plan with your students.

3-Do not be afraid to CHALLENGE your students. It is best to keep it at their grade level, however, have challenging words also.

COMPONENTS OF HEALTH AND FITNESS
Think of this each time you create or use a game or activity. It should address something health or fitness related. Even teaching SKILLS can relate to health and fitness concepts!

1. Cardiovascular Endurance
2. Muscle strength
3. Muscle endurance
4. Flexibility
5. Body Composition

**COMPONENTS OF HEALTH AND FITNESS**

**Fitness**
To prepare; make ready. A combination of physical and mental attributes that allow you to: Meet the demands of everyday life and perform tasks that require ABOVE NORMAL EFFORT. Being physically and mentally Fit, decreases the chance of injury or bodily harm and most importantly it can improve your quality of life.

**Cardiovascular Endurance**
The most important part of fitness!!! Having conditioned HEART and LUNGS that can supply the body with oxygen without stress to the heart. We develop it by doing Aerobic Exercise. Aerobic Exercise is continuous exercise lasting 2 or more minutes. In order to improve cardiovascular endurance, aerobic exercise should be performed at least 3 times per week, 15-20 minutes each day. Examples of aerobic exercise—swimming, running, biking, shoveling snow and raking leaves.

**Muscle strength**
The amount of force produced by a muscle. Needed for activities that require above normal effort. Having poor muscular strength will increase the chance of getting hurt when doing activities that require above normal effort. To increase your muscular strength, you would perform exercises using heavy weight and do the exercise 3-6 times. The muscles get stronger when they keep working past the point of fatigue (when the muscle has very little or no energy left). This forces the body to adapt (muscles get used to doing something, what was hard is now easy for the muscle). It takes time to allow your body to adapt.

**Muscle endurance**
The amount of force produced by a muscle over a period of time. This is also if the muscles are doing something over and over and over. Muscular endurance is also closely related to cardiovascular endurance. Why? Because in order to perform aerobic exercise long enough (at least 15 minutes) to benefit the heart and lungs, you need muscular endurance to be able to exercise continuously for this long. We improve muscular endurance by using light weight and do the exercise at least 15 times.

**Flexibilty**
The looseness or elasticity of a muscle, which allows the joint to move through a full range of motion. Flexibility is affected by gender, age, size and condition of muscle (tone v. bound) and level of activity. Muscles should always be warmed (by cardio) before they are stretched. Poor flexibility increases risk of injury.

**Body Composition**
The percentage of body fat compared to lean body tissue. Lean body tissue is: muscle, bone, water & organs.

***With my elementary students I focus on “how you feel about your body and self image” and nutrition. I want students to be aware of the choices they make with food for themselves and within their family.***
NAME OF ACTIVITY: TOP TEN

NATIONAL STANDARDS: focus on 2 and 3

ESSENTIAL QUESTIONS
1. How will the top ten exercises help you in physical education?
2. Why is exercising daily important?
3. What do the top ten exercises have in common?

VOCABULARY
The top ten words.

COMPONENTS OF HEALTH AND FITNESS: focus on 1-4

EXPLANATION and NEEDS
NEED: TOP TEN cards, stopwatches
GOAL: Perform these EVERY DAY in physical education class!
The students enter my physical education classroom and run 2-3 laps. After the laps
they look at a sign that tells them what to do next, which is either sit in a certain spot
for quick hello and directions, or to get started on the TOP TEN exercises.
These exercises are taught/reviewed at the beginning of every year, then throughout the
year they are done with variations to make them more “exciting” or challenging!
Having them on cards allows the students to rearrange and perform in a personal order.
Using a stopwatch allows the students to take control of the exercises for duration.

TOP TEN EXERCISES
1. Push-ups
2. Mountain Climbers
3. Cross Crawls
4. Burpees
5. Squats
6. Jumping Jacks
7. Lunges
8. Plank
9. Upper Body Stretch
10. Lower Body Stretch

**NAME OF ACTIVITY:**  **TIC TAC TOE FUN!**  
- apply to any sport skill or activity  
- variety of activities included

**NATIONAL STANDARDS:**  Focus on 1, 2, 5

**ESSENTIAL QUESTIONS**
1. What are the key words for _________________ (throwing, kicking, shooting, etc.)?
2. What is the position of your body for _________________?
3. What do your eyes do when you are _________________?
4. Why is accuracy important when _________________?

**VOCABULARY**
Sport skill word (throwing, kicking, shooting, etc)
Muscles that are used with the skill you are doing.

**COMPONENTS OF HEALTH AND FITNESS:**  Overall fun fitness, cardio, power

**EXPLANATION and NEEDS**

**NEED:**  Jump ropes, tic tac toe papers, bean bags, hula hoops, cones for markers, koosh balls.

**GOAL:**  There are a variety of ways to use this activity and I am sure you could think of more!

Use the TIC TAC TOE Board for the activity, or use a jump rope to make a tic tac toe board.

1. **THROWING TIC TAC TOE:**  Tape tic tac toe to the wall/mark the wall/floor with tape and throw at it.  Have a paper tic tac toe board to mark what spot you hit.
2. **SHOOTING TIC TAC TOE:**  Take turns or shoot at the same time.  When you make a basket then mark your spot on the tic tac toe board.  You can use the paper or use jump ropes to make the tic tac toe board.
3. **FITNESS TIC TAC TOE:**  Perform with a partner or a small group.  Each person should have their own colored/shaped items.  Use one tic tac toe board for two people, use several boards for a small group.  Give the students a task, or have them draw a task from a pile of tasks.  When the task is completed go place your item on the tic tac toe board.  If you run out of items then you will need to take one you have already placed and put it somewhere else.
4. **HOOP TIC TAC TOE:**  In groups of four and paired up.  You and your partner are trying to score TTT before the other partner group.  One partner runs to the TTT area and places the item, run back, next partner goes.  Continue until one partner group gets TTT.  Then clear the board and start over.  Both partner groups are working to the same TTT board.  Also works with more than two people on a team, but only one person from the team runs to the TTT board.  Each group only gets
three items. Once they are out of items they run to “re-place” an item that is already there.

TIC TAC TOE
NAME OF ACTIVITY:  **BASKETBALL SHOOTING BINGO**

NATIONAL STANDARDS:  Focus on 1 and 2

ESSENTIAL QUESTIONS
1. What are the key words for shooting?
2. What is the best position of your body for shooting?
3. What do your eyes do when you shoot a basketball?
4. What is the relationship between where you stand for a shot and your muscle power?

VOCABULARY
shooting, ball, lane, follow through, power, biceps and triceps, quadriceps and hamstrings

COMPONENTS OF HEALTH AND FITNESS:  Focus on Muscular Strength

EXPLANATION and NEEDS
NEED: basketballs, papers, pencils, clipboards
GOAL: Finish the task card with a partner. See handout for directions.
1. Find a partner. Take turns shooting.
2. When you make a basket cross off the box of the shot you made.
3. Call out “BINGO” when you get three in a row!
4. When you and your partner finish all of the shot boxes and go ask another group if they need help making a shot!
NAME OF ACTIVITY: PLAYGROUND FITNESS LEAVES

NATIONAL STANDARDS: focus on 4 and 5

ESSENTIAL QUESTIONS
1. Who is in charge of your health?
2. What types of fitness can you participate in at your house?

VOCABULARY
Fitness, lifetime, health, choice

COMPONENTS OF HEALTH AND FITNESS: focus on overall fun fitness

EXPLANATION and NEEDS
NEED: Laminated paper leaves
GOAL: Complete as many of the fitness “leaves” as possible with their partner or group. This is done outside on the playground and the tasks should fit with your playground. It can also be done inside in the gymnasium with activities that are appropriate for inside.

Crawl under and over four of the benches.
NAME OF ACTIVITY: **FITNESS DICE ROLL**

**NATIONAL STANDARDS:** Focus on 3, 4, 5

**ESSENTIAL QUESTIONS**
1. Does exercising with another person help you stay more fit?
2. How does rushing through an exercise affect your fitness performance?
3. If an exercise is more difficult does that mean you should not like it?

**VOCABULARY**
Fitness, heart rate, muscles, flexibility, dice vs. die, cooperation

**COMPONENTS OF HEALTH AND FITNESS**
All five components.

**EXPLANATION and NEEDS**
**NEED:** Partner, dice, clipboard, pencil or chips, Fitness Dice Handout
**GOAL:** Fun with fitness and numbers, working together.
1. Roll the dice.
2. Perform the exercise below that number.
3. Take turns.
4. Cross off/place a chip on the exercise you complete.
# Fitness Dice Roll

**NEED:** Partner, dice, clipboard, pencil or chips

1. Roll the dice.
2. Perform the exercise below that number.
3. Take turns.
4. Cross off/place a chip on the exercise you complete.

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<tr>
<td><strong>6 low, slow push-ups</strong></td>
<td><strong>20 Cross Crawls</strong></td>
<td><strong>10 Burpees</strong></td>
<td><strong>12 Scissor Jumps</strong></td>
<td><strong>30 Sec Straddle Stretch</strong></td>
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<td><strong>8 Diamond Push-Ups</strong></td>
<td><strong>Yoga Dog for 30 seconds</strong></td>
<td><strong>6 One Foot Push-Ups</strong></td>
<td><strong>Yoga Table for 20 seconds</strong></td>
<td><strong>10 walking lunges</strong></td>
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<td><strong>15 second side plank, R and L</strong></td>
<td><strong>20 sec dance to a song</strong></td>
<td><strong>10 squats</strong></td>
<td><strong>Run in place for 1 minute</strong></td>
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<tr>
<td><strong>50 Jumping Jacks</strong></td>
<td><strong>6 Yoga Table tricep dips</strong></td>
<td><strong>6 Forward Jumps</strong></td>
<td><strong>20 Skier Jumps</strong></td>
<td><strong>5 Diamond Push-Ups</strong></td>
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<td><strong>30 Sec Seated Straddle Stretch</strong></td>
<td><strong>Wall Sit for 20 seconds</strong></td>
<td><strong>Left and Right Yoga Triangle 15 Sec each</strong></td>
<td><strong>20 Cross Crawls</strong></td>
<td><strong>10 Side Hover</strong></td>
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<tr>
<td><strong>Five mountain climbers.</strong></td>
<td><strong>12 squats</strong></td>
<td><strong>Seven burpees</strong></td>
<td><strong>Ten lunges</strong></td>
<td><strong>20 second V-sit</strong></td>
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<td>11</td>
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<tr>
<td><strong>Three cartwheels</strong></td>
<td><strong>Four push-up burpees</strong></td>
<td><strong>Two spiderman push-ups</strong></td>
<td><strong>Run one lap</strong></td>
<td><strong>Run two laps</strong></td>
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NAME OF ACTIVITY:  **FITNESS CARD DRAW**

**NATIONAL STANDARDS:** Focus on 3, 4, 5

**ESSENTIAL QUESTIONS**
1. Is exercising more fun when you do it as a game?
2. Does exercise help you become smarter?
3. What should you do when you do not know how to perform an exercise?

**VOCABULARY**
Cardio, flexibility, muscle strength, muscle endurance, sweat

**COMPONENTS OF HEALTH AND FITNESS**
All five components.

**EXPLANATION and NEEDS**
**NEED:** Fitness Card Draw Handout, deck of cards
**GOAL:** Fun with fitness and numbers, working together.
1. Shuffle the cards.
2. Place all the cards in one pile in the middle of the group with the fitness cards.
3. Take turns drawing the top card.
4. When you draw a card look at the card symbol. Look at that related fitness card and choose a fitness activity to do.
5. When all the cards are gone divide up all your card symbols and see who has the most hearts, diamonds, etc.
Fitness Card Draw Choices

❤️ = Yoga Triangle, Squats, Burpees, Exercise Ball Pass

♦️ = Yoga Dog, Cross Crawls, Side Plank, Exercise Ball Sit-ups

♠️ = Yoga Table, Push-ups, Mountain Climbers, Ball Plank

♣️ = Straddle Stretch, Plank, Walking Lunges, Ball Crunches
Fitness Card Draw Choices

CARDIOVASCULAR

MUSCLE STRENGTH

MUSCLE ENDURANCE
NAME OF ACTIVITY: **ALPHABET RUN**

NATIONAL STANDARDS: focus on 3, 4, 5

ESSENTIAL QUESTIONS
1. Why is it important to be able to say words out loud?
2. How does movement help you learn better?
3. What should you do if you do not understand your job?

VOCABULARY
Alphabet, run, say, spell, explain, move, perform
PE vocabulary words provided by the teacher.

COMPONENTS OF HEALTH AND FITNESS: focus on cardio, muscles

EXPLANATION and NEEDS
NEED: Letters of the alphabet placed on the wall or the floor of the gymnasium, alphabet cards (3 letters on a card). I have the alphabet painted around my gymnasium walls.

GOAL: Students can work with a partner to draw a card and follow specific rules. Fewer rules the younger they are, more rules the older they are.

Each time they draw a card these are the rules:
1. Say it!
2. Spell it!
3. Explain it!
4. Move it!
5. Perform it!

Explanation of the rules:
Say it = partners need to say the word out loud.
Spell it = partners need to spell the word together.
Explain it = partners need to explain what the word means, and get help if they do not know.
Move it = This is the “Run the Alphabet” part. Partners use the letters of the word and one by one run to each letter on the wall and touch it, then run to the next letter in the
word, and keep repeating this until the entire word is spelled.
Perform it = the partners need to perform their word if they can.

Example of Alphabet Cards:

![Example of Alphabet Cards]

Example of Alphabet cards hanging around the gymnasium:

![Example of Alphabet cards hanging around the gymnasium]
NAME OF ACTIVITY:  **GROUP IT UP!**

NATIONAL STANDARDS:  Focus on 2 and 3

ESSENTIAL QUESTIONS
1. Are the words in the correct category?
2. Could a word be in more than one category?
3. Why is the “language” of physical education class important?

VOCABULARY
Categories:  sport skills, character, cardiovascular, muscle endurance, muscle strength, nutrition

COMPONENTS OF HEALTH AND FITNESS
All five components.

EXPLANATION and NEEDS
NEED:  Lots of vocabulary words placed on the floor in a pile, category cards hung/placed around the gymnasium (sport skills, 5 components, character skills, units etc.)
GOAL:
1. Students work with a partner or a small group.
2. Students will perform an exercise, grab a card and place it with the correct category.
3. Once the cards are gone move around and discuss the words with the groups.
4. The teacher can have pre-set larger categories, or allow the students to create the groups based on how they see that the words fit together.
NAME OF ACTIVITY:  WHITE BOARD SKILL AND SPELL

NATIONAL STANDARDS: focus on 1 and 2

ESSENTIAL QUESTIONS
  1. Do you accomplish more or less when cooperating with another person?
  2. What are the key words of the skill you are performing?

VOCABULARY
Unit vocabulary words written on the white board or projected on the wall.

COMPONENTS OF HEALTH AND FITNESS: focus on skill and technique

EXPLANATION and NEEDS
NEED: White boards, erasers, markers or iPads, vocabulary words written-hung up-projected, equipment for the skill you are working on, equipment of skill you will be doing, such as a soccer ball or throwing item.
GOAL: Learn PE vocabulary words and practice physical education skills. To connect the words we SAY with the movements we DO.

Students are given the following directions:
1-Each group needs a white board and marker. (erasers were kept in the bin)
2-One piece of equipment, for example a bean bag.
3-You and your partner need to choose one vocabulary and write it on your white board.
4-One partner is the recorder/little teacher and the other partner is the performing the skill.
5-Look at your word on the white board and go to the first letter. The performer throws the ball and tries to hit the letter on the wall. The recorder crosses off that letter. Then switch and continue until all of the letters have been crossed off.
6-When completed go to the main vocab list and choose a different word. Take turns. When you are writing the word on the white board the other partner should be spelling it out loud to help the partner who is writing.
7-If you have a group of three the third person can stand near the performer and say the “focus words” out loud as the performer is doing the skill. For example, “T, eyes, step, turn, throw.”
This activity is valuable for the students because it helps the students see, hear, spell, and write the vocabulary focus words for the skill that is being performed. Sometimes I give the PE vocabulary lists to the classroom teachers so the students can use the words in their writing in the classroom. The students like doing this activity and I enjoy seeing them work together and use the focus/vocabulary words while performing. I have used it with a variety of different skills and grade levels. The students still get a lot of practice, learn to work together, support each other, and incorporate reading and writing.

**NAME OF ACTIVITY:** POINT BASE

**NATIONAL STANDARDS:** Focus on 2 and 5

**ESSENTIAL QUESTIONS**

1. Why is it important to talk about the rules before playing a game?
2. Is it okay to change the rules of a game?
3. Can a game be fun and a good workout at the same time?

**VOCABULARY:** hitter, fielder, throw, hit, run, baseball, base

**COMPONENTS OF HEALTH AND FITNESS:** Cardio

**EXPLANATION and NEEDS**

It will also work on counting, teamwork, and honesty.

Appropriate for all grade levels, change rules and procedures as necessary.

**LEVELS of LEARNING**

- Progression One: Group of 2
- Progressions Two: Group of 3
- Progression Three: Group of 4

**EQUIPMENT:**

- Four base markers (spots, bases, cones), bat and ball or frisbee, foxtail balls, tennis racket and ball, etc.
- This game was originally created using a bat and ball, but can be played using other equipment. Be creative!

**RULES:**

**Progression One:** Group of 2.

- **HITTING, RUNNING, FIELDING**
  - Each group of two will essentially play 1 on 1 baseball. Each group will need 4 base markers, a bat and a ball. The bases should be where the players choose to put them - either far apart or move them in a little closer.
  - The game starts with one hitter and one pitcher.
  - You can decide on a no-strike rule, or have a strike rule, and same with fouls. Once the batter hits the ball they must run to first-second-third-home. They will try to get as far as they can. The pitcher fields the ball and runs to a base to stop the runner. No tagging or throwing the ball at the runner. The only way to score an OUT is if a hit ball is caught in the air, (or 3 strikes if using that rule.) If the batter gets to first base they get one point, if the batter gets to second base they get 2 points, etc. Thus the name of the game - they get points for the base they get to! The two players then switch with a high five. Keep track of your points. This continues until one player reaches a set amount of points determined by the players (20, 40, 50, 100 for example.)
  - Added rule for running: choice 1 is run as far as home plate and stop, choice 2 is continue running the bases to score more points until the fielder gets the ball and tags the base.

**Progressions Two:** Group of 3.

- **HITTING, RUNNING FIELDING, PITCHING, CATCHING**
  - Added position: Pitcher. This version is good for getting someone involved that can not run, an adult that does not want to run the bases, or an extra person (can rotate this position also.) The pitcher is the same position for the entire game.
  - **SAME rules apply as above. Added rules:** When the batter hits the ball the pitcher goes to a base. The player fields the ball and throws it to the pitcher who is at a base and ready to catch. The batter runs the bases as far as s/he can get. If they are running to a base and the pitcher catches the ball the runner CAN be tagged out.
Progression Three: Group of 4.
ADDED SKILLS OF CATCHER, STRATEGY AND TEAMWORK.
The four positions are catcher, batter, pitcher, fielder. The players should rotate to each position and keep track of their own points. All the same rules apply as above. The pitcher and fielder need to work together to STOP the batter or TAG the batter. The fielder needs to THROW the ball in to the pitcher and then run in to another base to help if needed.

NAME OF ACTIVITY: **SHOOT AND SPELL**

STATE/NATIONAL STANDARDS: focus on 1 and 2

ESSENTIAL QUESTIONS
1. What will help you collect more letters? Shooting fast or shooting with good technique?
2. What are the key words for __________________ (name of skill you are doing.)

VOCABULARY: Student driven based on words created.

COMPONENTS OF HEALTH AND FITNESS: focus on 2 and 5

EXPLANATION and NEEDS
NEED: letter chips, hula hoops or large spots (one per group)
GOAL: Students will perform a fitness or sport skill and earn letter chips. They will use the letter chips to create words.
Keep all the letter chips in a bucket/bin. When the students completes the task, such as makes a basket then they take a letter to their area to start building words.
Optional: Write the approved words created on a large poster or white board, have each letter of a word worth one point and try to accumulate points.
NAME OF ACTIVITY: **STICK FITNESS**

NATIONAL STANDARDS: focus on 2, 3, 5

ESSENTIAL QUESTIONS

1. Could you make a game like stick fitness at your house?
2. What makes doing fitness activities more fun for you?
3. Is it okay to do hard exercises and not be great at doing them?

VOCABULARY

Muscles, cooperation, fitness, positive

COMPONENTS OF HEALTH AND FITNESS: all 5 components

EXPLANATION and NEEDS

NEEDS: sticks with exercises written on them

GOALS: Complete a workout with a partner.

Student will work with a partner to complete exercises that are written on a tongue depresser stick. When you first do this activity you will need to take some time to go over the exercises so the students will be able to work independently and do the exercises correctly.

This is a fun activity for partners to complete together.
NAME OF ACTIVITY:  **BODY BUILDERS and BODY SNATCHERS!**

STATE/NATIONAL STANDARDS:  focus on 3, 4, 5

ESSENTIAL QUESTIONS
1. Why is running hard for some people and fun for other people?
2. How communication help your group succeed?
3. How does strategy and thinking ahead help you?

VOCABULARY
Cardio, heart rate, large muscles, hear, lungs
Hamstrings, quadriceps, gluteals

COMPONENTS OF HEALTH AND FITNESS:  focus on Cardio

EXPLANATION and NEEDS
NEED:  Lots of skeletons that are in pieces - either plastic or paper. Cones for markers, spots for markers.
2. Students will all be on one end of the gymnasium, or placed around the gymnasium.
3. Skeletons are placed either on one end of the gym or in the center of the gym.
4. If you are playing this game “end to end” then the running will be back in forth. If you are playing this game with the groups around the outside of the gym, then the running will take place all over the gym with the skeletons being in the middle or center circle. Either way works, but make sure the students understand safety in running and changing directions.
5. One group will be the designated “taggers” or “body snatchers” and their job is to tag as many runners as they can within the tagging boundaries.
6. If you are tagged and you do not have a bone then just run back to your group.
7. If you are tagged and you have a bone you must first go put in back before returning to your group.
8. If you bring back a “wrong bone” it must be ran back either by the next person.
9. To make the game move faster the next person in your group can take off as soon as your group member gets tagged. If they come back with a bone the next person can not leave until they high five the runner coming back.
10. The teacher can switch the tagging group anytime on a pre-designated signal. The group
finishing will take over the new taggers skeleton area.
11. Once your skeleton is built you must start striking BODY BUILDER POSES!!!

NAME OF ACTIVITY:  **ALPHABET, NUMBERS, MOVING - OH MY!!!!**

NATIONAL STANDARDS:  focus on 2, 3, 6

ESSENTIAL QUESTIONS
1. Why is cardio important to do in physical education?
2. Why is exercising important to your health?

VOCABULARY
Identify the unit and the words related to that unit.

COMPONENTS OF HEALTH AND FITNESS:  focus on all five components

EXPLANATION and NEEDS
NEEDS:  Jump rope for each student, dice, alphabet and number handout (or project it on the wall or have on an iPad), vocabulary words
**You can do this activity with a pre-made list of vocabulary words or have them create words during the activity.
**You can adapt this to any type of movement skill or exercise.
1. Students can work alone, with a partner, or with a small group.
2. Project the alphabet/number handout on the wall or have a handout.
3. Each group will need something to write on/with (paper pencil, white board, etc)
4. Goal is to perform an exercise/skill the number of times based on the letter of the word matching with the number assigned to that letter of the alphabet.
5. For example the word C-A-T has a value of 3-1-20.  The students will perform three different exercises or sport skills. The first three times, the second one time, and the third 20 times.
6. Have a variety of equipment set up around the gym, do the same exercise for all the letters/numbers, have an alphabet chart labeled with the exercise, or call out the exercise or sport skill for them to do.
**EXAMPLE:**

C - A - T  
3 - 1 - 20  
3 laps, 1 minute plank, 20 squats  

*ALPHABET, NUMBERS, MOVING - OH MY!!!!*

**FITNESS VERSION**

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**WALL SIT**
**JUMPING JACKS**

**ALPHABET, NUMBERS, MOVING - OH MY!!!!**
**EMPTY VERSION - YOU FILL IN THE SKILLS!**