Dear Ashland Families,

Below you will find the Standards for 2nd Grade Physical Education. Please pay attention to the far left column to see if the concepts have or have not been taught yet this year.

The major standards that have not yet been taught/were being taught this year for 2nd grade are:

- **Dribbling with hands (basketball)**
- **Dribbling and passing with feet (soccer)**
- **Create a dance sequence with 4 different dance moves, each done for 8 counts.**
- **Striking off a tee (batting)**

This is for your information only. If you would like to teach or review the concepts, please see the Assessments and Content Information columns for information about those skills.

Please feel free to reach out to me with any questions you may have. I can be reached at whytejm@pwcs.edu.

Thank you,

Julie Whyte

	VA SOL Standard: 2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor and manipulative skills. ESSENTIAL UNDERSTANDINGS • Catching is the receiving and controlling of an object by an individual using their body. • Kicking and passing requires accuracy, body control, point of contact, force and direction. • Dribbling is best performed when students use the inside (in-step) or outside edge of their foot. • Volleying is a specific striking skill using an underhand or overhand pattern.			
	VDOE Standard(s) Student Friendly Language What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
The GREEN highlighted standards have been taught. The YELLOW highlighted standards were being taught when the break started. The **BOLD** standards have not yet been taught.	**2.1 a)** Demonstrate individually and with a partner the mature forms of manipulative skills for throwing underhand; catching underhand tossed or thrown ball; kicking/passing stationary ball to a partner or to a target; foot dribble with control while walking, striking, consecutive upward volleying with hand(s) and stationary hand dribbling. **Suggested Learning Targets:** I can show throwing a ball underhand using the correct cues. I can show the correct hand positions when catching a ball thrown to me at different levels. **I can (kick/pass) a stationary ball to a (partner/target) using the correct cues.** **I can dribble a ball with my feet showing control while walking.**	**Assessment for Learning (Formative)** • Teacher observation with instructional feedback • Skill checklist • Skill rubric- Perform each manipulative skill and movement correctly **Assessment of Learning (Summative)** • Teacher observation • Identify pictures of manipulative skills • Skill rubric *Cues located under "Content Information" Sample Rubric 4 Consistently demonstrates all critical elements without reminders. 3 Usually demonstrates the critical elements with occasional reminders.	• Throwing underhand with dominant hand: ○ Face target ○ Pendulum swing ○ Step with the opposite foot ○ Throws with appropriate force ○ Follows through toward the target • Catching: ○ Watch the ball ○ Use open hands to grab the ball ○ Pinkies together if ball is below the waist ○ Thumbs together if ball is above the waist ○ Pulls the object into the body • Kicking/Passing: ○ Identify target ○ Eye on the ball ○ Contact middle of ball ○ Contact ball with the inside or outside of the foot ○ Follow through toward your target for accuracy ○ Land on kicking foot when kicking the ball ○ Passes should be performed with the right amount of force • Foot Dribble: ○ Keep the ball close to feet ○ Use both the inside and outside of foot	• Low organized/small games involving throwing underhand and/or catching, kicking, striking, volleying using a variety of objects • Stations involving throwing and/or catching, kicking, striking, volleying • Catching: ○ Catching an object at different levels ○ Moving to catch varying distances ○ Catching while traveling ○ Catching to throw quickly to a stationary target ○ Catching to throw quickly to a moving target ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10385#.V6jFzrf6vcs ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3797#.V6jHY7f6vcs • Underhand throwing such as: throwing at a variety of targets varying force, level, direction, distance and accuracy. ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132742#.V35oiziYbIU ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132690#.V6jFfbf6vcs ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8684#.V6jGdLf6vcs • Suggestions for passing a ball with the feet:

	I can show striking a (specific activity e.g.; balloon, beach ball, different types of balls) using the correct cues for (specific type of striking e.g.; underhand, overhand, etc.). I can show striking an object with a (specific implement e.g.; paddle, bat, etc.) using the correct cues. I can show dribbling a ball with my hand using the correct cues while stationary.	2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.	○ Use small taps to control the ball ○ Look forward • Striking (bat/paddle) ○ Watch the ball ○ Keep side to the target ○ Use a handshake grip ○ Keep a stiff wrist ○ Watch the ball ○ Bring arm back ○ Step with the opposite foot ○ Make contact with the ball with a flat surface ○ Follow through with the paddle/bat/stick to the target • Striking/volleying with hands to self. ○ Keep eyes on object ○ Stay under the object ○ Keep it up/no catch • Hand Dribble ○ Keep hand on top of the ball ○ Use finger pads ○ Push the ball to floor ○ Keep the ball at waist level ○ Keep eyes looking forward ○ Ball is under control while moving	○ Using the preferred foot ○ Using the non-preferred foot ○ To stationary receivers positioned in front of and to the side of the sender ○ To a stationary receiver using varied amounts of force • Foot dribble: ○ Tap or push balls with different parts of the foot while traveling ○ Dribble balls while changing direction and force ○ Dribble a ball to a stationary target ○ Dribble balls while traveling around scattered obstacles ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7927#.V6jgLbf6vcs • Teaching sequence for striking/volleying with hands: ○ Striking with an underhand pattern. ○ Striking a ball to the wall. ○ Striking a ball upward continuously. ○ Volleying to a partner. ○ Volleying overhand to the wall. ○ Volleying underhand to the wall. ○ Striking a ball over a line. ○ Striking over a low barrier. ○ Playing one-bounce volleyball. ○ Volleying over a net. ○ Volleying continuously to a partner. ○ Volleying three on three. ○ Serving underhand over the net. ○ Playing small group modified volleyball. ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8393#.V6jTFbf6vct
	Resources: SHAPE America National Standards and Grade-Level Outcomes; http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml;			

<table>
<tr><td></td><td colspan="4">VA SOL Standard: 2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor and manipulative skills.

ESSENTIAL UNDERSTANDINGS
• Gymnastics skills use the entire body.
• Stability increases in balancing when lowering the center of the body or creating a larger base of support.
• Flight can be demonstrated with jumps and leaps.</td></tr>
<tr><td></td><td>VDOE Standard(s)
Student Friendly Language
What will the student know and be able to do?</td><td>SUGGESTED / SAMPLE ASSESSMENTS</td><td>Terms (Vocabulary) and Content Information</td><td>SUGGESTED / SAMPLE ACTIVITIES</td></tr>
<tr><td>These standards were taught this year.</td><td>2.1 b) Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands and flight.

Suggested Learning Targets:

I can show how to balance and demonstrate this by performing balances at different levels.

I can show how to roll and demonstrate this by performing different rolls in a tumbling sequence.

I can transfer weight from my hands to feet by doing a mule kick/donkey kick.

I can show flight doing leaps and jumps.

I can do four skills in a row: balance, roll, turn and leap/kick/jump and demonstrate this by performing them in a tumbling sequence.</td><td>Assessment for Learning (Formative)

• Teacher observation with instructional feedback

• Skill checklist

• Oral: Teacher/Peer discussion
○ How could you/your partner improve their (skill)?
○ What do you think is the most important part of the (skill) we learned today?
○ What is your favorite type of flight and why?
○ What is your favorite (balance, roll, turn, leap, transfer of weight, jump)?
○ How do you correctly perform a (skill)?

Assessment of Learning (Summative)

• Skill checklist

• Create and perform a tumbling sequence with 5 different components that travels in at least two directions.

○ Gymnastics Sequence Components:
▪ Clear beginning</td><td>• Educational gymnastics foundational skills include
○ Rolling: Weight transfer over adjacent body parts as in a forward roll or log roll.
○ Step like actions: Weight transfer using nonadjacent body parts as in a cartwheel.
○ Flight: Weight transfer involving loss of contact with a supporting surface as in a jump or leap.
○ Balance: Maintaining stillness over the smallest base possible as in a handstand.

• Vocabulary:
○ Tuck: A jump with knees to chest.
○ Pike: A position where the body is bent only in the hips.
○ Straddle: A sitting position with the legs wide. It can also be performed at height.
○ Layout: A position in which the body is completely stretched, toes pointed and legs straight.
○ Extend: To make larger or wider.
○ Sequence: Two or more skills which are performed together creating a different combination skill.
○ Transitions: Movement from one position to another.</td><td>• Displaying assessment rubrics/checklists when skills are introduced.

• Rotation/Rolling
Examples include log roll, egg roll, forward roll, shoulder roll, tuck roll, straddle roll.
○ Forward Roll: Balance on feet in tuck position, chin to chest, tip forward, keep body rounded and tight.
○ Log Roll: Lie on back with legs straight and toes pointed. Arms are extended over head with hands together. Knees are together. Keep body stiff like a log and roll with the hips. Maintain a straight pathway. http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=30
○ Egg Roll: Bring your knees up to your chest and hold them with your hands. Lower your chin toward your knees as much as possible; Roll down the mat.
○ Rocking Horse: http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=29

• Transfer of weight:
Examples include mule kick/donkey kick, cartwheels/round-offs.</td></tr>
</table>

		▪ 2 different rolls (narrow or curled) ▪ 3 balances at two different levels ▪ 2 transfers of weight ▪ 1 or more elements of flight ▪ Clear and smooth transitions throughout with a clear ending Sample Rubric 4 Consistently demonstrates all critical elements without reminders. 3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.	• Balancing: An even distribution of weight that allows a person or object to remain upright and steady. Balance is maintained by keeping the center of gravity over the base of support, ○ Center of gravity**:** The weight center of the body; the point around which the body weight is equally distributed. Example – Holding the arms out for better balance when walking a line or low beam. When the base is narrow or small it is necessary to compensate by holding a pole (like a tightrope walker) or our arms out to lower our center of balance. This makes the center of balance closer to the base. Normally our center of balance is just below the ribcage. ○ Static balance: The ability to maintain one's balance when not moving or to hold a certain position without moving. ○ Dynamic balance: The ability of an object to balance while in motion or switching between positions. Examples include: stork stand, scale, tip up, tripod, headstand. Cues are tight core. Core strength (lower back and abdominals).	• Flight Examples include leaps, jumps and springboards. http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=340#.V5zvQstdHIU • Balances (1, 2, 3 and 4 point supports) – Examples include using different body parts, using different body shapes, at different levels (from low to the ground to standing); gaining balance when stopping movements; and line or low beam. • Center of gravity – Examples: ○ Students balance on their index or pointer finger a ruler/pencil/straw/etc. Students are asked how they had to place the object on their finger to balance it. The middle of the object is the center of gravity. ○ Students walk on a low beam and then asked why they hold their arms out to the side. Teacher explains the narrow base and the arms compensating to lower center of balance. This makes the center of balance closer to the base. Normally the center of balance is just below the ribcage. Teacher/students use building blocks on a small base to see what happens.
	Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.nicurriculum.org.uk/docs/foundation_stage/areas_of_learning/physical_development/FMS_Balance.pdf (Copyright allows for noncommercial use of curriculum products)			

	VA SOL Standard: 2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor and manipulative skills. ESSENTIAL UNDERSTANDINGS • There are basic critical elements associated with the performance of rhythmic skills. • Skills need to be practiced and learned in isolation before applying or adapting to rhythmic/dance activities. • Movements can be matched to different music and sounds.			
	VDOE Standard(s) **Student Friendly Language** What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
These standards have not yet been taught this year.	**2.1 c)** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led/created dances). **Suggested Learning Targets:** **I can do a dance alone or with my classmates/partners.** **I can match my movements to different music and sounds by using the correct rhythm** **I can do rhythmic patterns by mirroring and performing a teacher-led dance.** **I can create a sequence of movements and demonstrate them to my partner.**	**Assessment for Learning (Formative)** • Teacher observation • Checklist Example: ○ Student follows along with teacher/classmate. ○ Student maintains general and personal space. ○ Student maintains correct beat or rhythmic pattern. ○ Student can demonstrate a sequence of movements. • Self/Peer assessment • Oral: Teacher/Peer discussion – ○ What is a sequence? ○ What are the individual movements in the sequence? ○ Does the sequence follow a rhythm or beat? ○ What is the rhythm or beat? **Assessment of Learning (Summative)** • Performance of a teacher-led dance. Criteria: ○ Must show consistency in the	• Rhythm: Regular, repeated pattern of sounds or movements. • Beat: Steady pulse of a song. • Combinations: Putting two or more dance moves together. • Pattern: Repeating a sequence. • Mirroring/matching: Copying another individual's actions. • Sequence: A particular order in which related events, movements or things follow each other.	• Rhythm progression: Example ○ Follow the rhythm of a (drum, tambourine, bell, rhythm sticks, etc.), walk forward with straight upper trunk. ○ Follow the rhythm of a (drum, tambourine, bell, rhythm sticks, etc.), walk backwards, keep the upper trunk straight, eyes looking sideways and avoid colliding. ○ Follow the beats of a selected music piece, walk forward then backwards. ○ Walk with music and change directions in response to signals. ○ Stand in pairs side by side, hold each other's hands; walk forward or backwards at the same pace as the music, change movements in response to the signals given by the teacher. ○ Stand in pairs face-to-face, one walk forward, the other backwards; change role in response to the signals given by the teacher. ○ Stand in pairs face-to-face, hands down; both walk four steps backwards with music, then four steps forward back to the original position. ○ Stepping and clapping on the spot to music. ○ Facing partner, one moves forward and the other backwards while stepping and clapping hands for 4 beats, then step

		repetition of the performance, ○ Rhythm and timing of the movements are correctly performed to the music. Sample rubric 4 Consistently demonstrates all critical elements without reminders. 3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.		four steps to turn 90° (8 beats in total), the pair standing side by side. • Rhythmic and sequential movement activities with manipulatives (e.g., rhythm sticks, noodles, basketball, hula hoop, scarf/scarves, etc.). Examples: ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132671#.V_kGI_3rupo ○ http://www.pecentral.org/mediacenter/video_coredancewithsticks.html • Locomotor and non-locomotor movement combinations with/without partner. • Use locomotor skills in a rhythmic sequence for self- expression. • Students create an original sequence of movements to music/rhythms. • Optional teacher lead dances such as line, partner, 4 wall, etc. Example: ○ http://www.pecentral.org/mediacenter/video_chachachallenge.html Note: Music without lyrics is recommended. Music with lyrics should be reviewed and pre-approved by the school administration prior to use.
	Resources: SHAPE America National Standards and Grade-Level Outcomes; http://www.pecentral.org/mediacenter/videolessons.html; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; https://www.pinterest.com/nmacdougall72/2nd-grade-movement-breaks-music/; https://app.gonoodle.com/channels/the-kidz-bop-kids/best-day-of-my-life?source=explore-newest&order=2; http://sites.uci.edu/class/second-grade/dance-second-grade/grade-2-dance-lesson-1/; http://www.education.com/worksheets/the-arts-dance/;			

	VA SOL Standard: 2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor and manipulative skills. ESSENTIAL UNDERSTANDINGS • There are basic critical elements associated with the performance of locomotor skills. • Skills need to be practiced and learned in isolation before applying or adapting them to small games/activities.			
	VDOE Standard(s) Student Friendly Language What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
 These standards were taught this year, but are reviewed regularly.	**2.1 d)** Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop and slide. **Suggested Learning Targets:** I can leap by taking off on one foot and landing on the opposite foot. I can explain and show how to (include one or more specific movements: hop, jump, leap, skip, run, jog, gallop and side slide). I can perform locomotor skills (skipping, galloping, hopping, running, walking), using a variety of pathways and speeds while maintaining body control. **2.1 e)** Demonstrate and differentiate between jogging and running. **Suggested Learning Targets:** I can explain and show the difference between jogging and running.	**Assessment for Learning (Formative)** • Oral: State skill cues • Self/Peer assessments **Assessment of Learning (Summative)** • Skill rubric *Cues located under "Content Information" Sample Rubric 4 Consistently demonstrates all critical elements without reminders. 3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.	• Skip ○ Step one foot forward ○ Hop on that foot ○ Step forward on other foot. ○ Hop on that foot ○ Repeat the movements • Slide ○ Point side of the body to a target ○ Knees bent ○ Step sideways with the foot closest to the target ○ Quick hop off of both feet ○ Pull the other foot up next to the lead foot ○ Land on both feet ○ Repeat the movements • Jump ○ Begin on two feet ○ Bend knees ○ Take off in forward direction ○ Flight is greater distance; as far as student can go ○ Land on two feet ○ Repeat the movements • Gallop ○ Step one foot forward ○ Hop on that foot and at same time bring back foot to heel of front foot (back foot does not go ahead of front foot) ○ Repeat the movements	• Movement activities (human or animal) to distinguish the similarities/differences in movements Example: Hop and jump ○ A jump should be done with all the feet, be it two or four (animal/human) and that the whole body is off the ground becoming airborne. Jumping is also a means of locomotion and some animals such as frog jumps to escape predators. ○ A hop is most often done with only one foot to spring the body into the air. It is a light and small jump, usually on the same place but not always. A hop is performed by leaping off the ground with the body totally in the air, defying gravity for a while, usually done with only one leg especially for humans. In animals such as rabbits or kangaroos, they can use both their feet to hop. • Activities for jumping, hopping and leaping: ○ Hoops, carpet squares or poly spots to spread students out and create 'stepping stone' paths for jumping, hopping and leaping on and off. ○ Mark out squares with chalk or masking tape for hopscotch. ○ Use folded mats for jumping on and off. ○ Hang streamers up high for jumping and reaching. ○ Hurdles, cones and rods can be used for jumping and leaping over. ○ Jump horizontally or vertically. Mark the distances with a tape measure, chalk or masking tape.

			• Hop ○ Begin on two feet ○ Bend knees ○ Take off in forward direction ○ Flight is a short distance ○ Land on two feet ○ Repeat the movements • Leap ○ Begin on two feet ○ Bend knee of take-off leg ○ Take-off on one foot ○ Flight is as far as student can leap ○ Land on the opposite foot ○ Repeat the movements • Run ○ Leaning forward ○ Knees bent ○ Hands held near chest with arms pumping ○ Soft heel to toe landing ○ Balanced and continuous movement • Jogging: ○ It is a slower, less intense form of running. ○ It can be used a warm up or cool down. ○ Heart rate and breathing will increase moderately. • Running: ○ It is a faster, more intense form of jogging. ○ It is very good for cardiorespiratory endurance and muscular endurance. ○ Heart rate and breathing increase. ○ Warming up is recommended before starting any running activity.	• Obstacle courses Example: ○ Station 1: Frog Jump – five lily pads (hoops) in a row ○ Station 2: Lion Leap – run and leap over three lines or skipping ropes set apart ○ Station 4: Monkey Jog – from cone to cone ○ Station 5: Bunny Hop – carpet squares or poly spots set close together ○ Station 5: Sliding Snails – side-slide down a line on the gym floor ○ Station 6: Horse Gallop – gallop from one marker to the next. ○ Station 7: Crawling Bear – crawl through the tunnel back to Station 1. • Action stories: Students move to the actions throughout a story. Can be a well-known story that incorporate movement e.g. ‘The Three Little Pigs’ or a story made up by the teacher that includes different actions Example – A day at the Beach: One day (add a child’s name) was going to the beach with (another child or two). The sand was very hot so they had to run to the water’s edge where little waves lapped at their feet. They jumped over the waves and suddenly a big wave came. They were all knocked over but when they stood up they galloped away from the waves. They came to ten jellyfish lying on the beach and they hopped over each one……. Teacher continues with the story incorporating ideas from children and utilizing movements inspired by the story. • Pacing: A rate of movement, especially in running and jogging. http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12882#.V6NemMtdHIU • Relays involving both running and jogging.
	Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp; http://cd1.edb.hkedcity.net/cd/pe/TC/rr/FM_e.pdf; http://www.thephysicaleducator.com/resources/games/foundational-movement/			

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ESSENTIAL UNDERSTANDINGS
• Force can be adjusted to improve accuracy and control when throwing, kicking and striking equipment.</td></tr>
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Student Friendly Language
What will the student know and be able to do?</td><td>SUGGESTED / SAMPLE ASSESSMENTS</td><td>Terms (Vocabulary) and Content Information</td><td>SUGGESTED / SAMPLE ACTIVITIES</td></tr>
<tr><td>The GREEN highlighted standards have been taught.

The YELLOW highlighted standards were being taught when the break started.

The BOLD standards have not yet been taught.</td><td>2.1 f) Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control.

Suggested Learning Targets:

I can throw a ball with soft and hard force to a partner that is close to me and far away.

I can hit a ball with soft and hard force, a short distance and a long distance.

I can kick a ball with soft and hard force to a target close to me and to a target far from me.</td><td>Assessment for Learning (Formative)

• Teacher observation

• Oral: State skill cues.

• Written: http://www.pecentral.org/assessment/pdf/stronglightforceassess.pdf

Assessment of Learning (Summative)

• Skill rubric for throwing, kicking and striking with varying force.
*Skill cues located under “Content Information” in 2.1.a & 2.1.h

Sample Rubric

4 Consistently demonstrates all critical elements without reminders.
3 Usually demonstrates the critical elements with occasional reminders.
2 Sometimes demonstrates some of the critical elements with several reminders.
1 Seldom demonstrates the critical elements with repeated reminders.</td><td>• Force
○ Strength or energy used on an object.
○ Pushing or pulling on something is applying a force to it.
○ Force makes things move or makes things change their motion.
○ Motion is the change in position of an object because of a force.
○ Pushes and pulls can start motion, stop motion, speed it up, slow it down or change its direction.
○ Effort movement concepts for force include: strong/light and hard/soft.

• Distance: An amount of space between two objects or people

• Manipulative skills such as throwing, kicking, batting, striking/volleying with less/more force for shorter/longer distance
Examples:
○ Throwing underhand/overhand:
*(See 2.1.h for additional cues)
▪ Throw the ball with less/more force for shorter/greater distance
▪ Head up and eyes on target to help improve accuracy
○ Batting off a Tee:
*(See 2.1.h for additional cues)
▪ Use less/more force when striking the ball softer/harder</td><td>• Force examples such as:
○ Using force to manipulate an object
○ Generating and absorbing the force of an object
○ Using force to increase speed or distance
○ Using force to create spin
○ Using force to alter the outcome.

• Using a variety of implements and objects, appropriate to student skill level, to kick, throw and hit for force and distances.
Examples:
○ Throwing underhand/overhand: For distance, at a variety of targets at varying distances and throwing/catching with a partner.
○ Kicking: For distance, at targets of varying distance: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12281#.V6npt7f6vcs
○ Batting off a tee: Batting balls of different sizes (e.g. whiffle ball, tennis ball, rag ball and etc.) to a variety of target areas at varying distances.
○ Paddles: For accuracy and control of force.</td></tr>
<tr><td></td><td colspan="4">Resources:
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VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml</td></tr>
</table>

	VA SOL Standard: 2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor and manipulative skills. ESSENTIAL UNDERSTANDINGS • Jumping rope can improve cardiorespiratory endurance and muscular endurance. • Skills need to be practiced and learned in isolation before applying or adapting them to higher level skills.			
	VDOE Standard(s) Student Friendly Language What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
 These standards were taught this year.	**2.1 g)** Demonstrate mature form for jumping forward with self-turn rope and jumping with long rope (student turn). **Suggested Learning Targets:** I can show how to jump rope consecutively with two feet. I can show how to jump with two feet a long rope that is turned for me. I can jump over a self-turn rope many different ways. I can jump over a long rope many different ways.	**Assessment for Learning (Formative)** • Teacher observation • Checklist for observation of consecutive jumps: Examples: ○ Forward jumping ○ Backward jumping ○ Jog step jumping ○ One foot jumping ○ "Skier" jumping ○ Crisscross jumping **Assessment of Learning (Summative)** • Perform a jump rope routine. Criteria: ○ Student selection of jump rope moves that are each performed with four repetitions before moving on to the next move. ○ The moves should be jumped continuously. ○ Performance of the moves can be to music or with another student. Sample Rubric 4 Consistently demonstrates all critical elements without reminders.	• Jumping stationary rope: ○ Face forward, eyes looking straight ahead (not down at rope) ○ Two feet take off, two feet land • Jumping self-turn rope ○ Face forward, eyes looking straight ahead (not down at rope). ○ Two feet take off, two feet land. ○ Hands at sides, rope over the head and under feet (timed for jump to occur). ○ https://www.youtube.com/watch?v=_EZnGbfMqsc (safe share link https://safeshare.tv/x/ss580f5b7c84b4a) • Teaching cues ○ Put the ends (handles) of the jump rope into each hand. Begin with the jump rope behind your body. ○ Swing the jump rope gently to the front of your body and then to the back. Practice this several times going front and back. ○ Swing the jump rope to the front and let it stay on the ground. Keep the rope still and jump over it. Practice this step several times. ○ Swing the jump rope to the front of your body and when it gets close to your feet, JUMP! It takes practice to get the timing just right. Once you get the timing, continue to jump. http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=248	• Basic jump rope skills using a line, stationary rope and a self-turn rope. http://www.buyjumpropes.net/resources/jump-rope-tricks-and-tips/ • Introduce new jump skills as appropriate. http://extension.illinois.edu/hopping/onerope_slalom.html • Students may practice skills with partner or small group using short rope and/or long rope. • Short rope turn may be aided by a partner or teacher as appropriate for learning.

		3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.	• Long Rope: ○ Jumper: middle of rope, face turner, knees bent, head up, jump 1-2 inches off ground ○ Turner: big circles, constant pace and distance from partner, rope hits ground • Jump Rope Terms: http://www.buyjumpropes.net/resources/jump-rope-tricks-and-tips/	
	Resources: SHAPE America National Standards and Grade-Level Outcomes; http://learntojumprope.com/wp-content/uploads/2013/10/RJFF-Notes-by-Rene-Bibaud1.pdf VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml ; American Heart Association http://www.heart.org/HEARTORG/Educator/FortheGym2/JumpRopeSkills/Jump-Rope-Skills_UCM_001270_Article.jsp; http://www.shapeamerica.org/jump/peresources/adaptedjumprope1.cfm; http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/64118-kindergarten-jump-rope-lesson-plan/ https://heartfoundation.org.au/images/uploads/jump-rope/Teachers_Resources/JRFH_5_Skillsposters.pdf			

	VA SOL Standard: 2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor and manipulative skills. ESSENTIAL UNDERSTANDINGS • Object choice and size can determine/promote success in throwing, • A controlled dribble allows movement in a variety of directions, levels and pathways. • Dribbling with the preferred hand will increase control of the ball. • Force, trajectory and accuracy can determine/promote success in striking and volleying. • Striking can be performed using your hands or implements. • Striking is contacting an object by hitting or tapping. • A flat surface improves control of the object volleyed. • Body position determines direction of volley.			
	VDOE Standard(s) **Student Friendly Language** What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
The GREEN highlighted standards have been taught. The YELLOW highlighted standards were being taught when the break started. The **BOLD** standards have not yet been taught.	**2.1 h)** Demonstrate approaching mature form (at least two critical elements) for throwing overhand; dribbling with dominant/preferred hand while walking; kicking moving ball; striking ball/object with short-handled implement upward and forward; striking/batting ball off tee; and jumping backward with self-turn rope. **Suggested Learning Targets:** I can show throwing a ball overhand using the correct cues. I can show dribbling a ball with my hand using the correct cues while walking. I can dribble waist level with dominant/preferred hand while walking. **I can kick a moving ball using the correct area of my foot**	**Assessment for Learning (Formative)** • Teacher observation • Skill checklist • Skill rubric • State skill cues • Self/Peer assessment **Assessment of Learning (Summative)** • Skill Rubric *Cues located under "Content Information" Sample Rubric 4 Consistently demonstrates all critical elements without reminders.	• Throwing overhand with one hand: ○ Side to target ○ Arm back with throwing hand near ear ○ Steps with the opposite foot ○ Follows through toward the target • Hand Dribble: ○ Keep hand on top of the ball ○ Use finger pads ○ Push the ball to floor ○ Keep the ball at waist level ○ Keep eyes looking forward ○ Ball is under control while moving • Kicking: http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=86 • Cues for striking/volleying with hands to self: ○ Keep eyes on object ○ Stay under the object ○ Keep it up/no catch • Batting off a tee: ○ Grip ○ Stance ○ Eye on ball	• Teaching sequence for throwing: ○ Throwing an object against the wall ○ Throwing at a large target ○ Throwing overhand ○ Throwing at a stationary target ○ Throwing to high targets ○ Throwing to low targets ○ Throwing for distance ○ Throwing and catching with a partner ○ Throwing and catching over a net with a partner ○ Throwing and catching while traveling ○ Throwing on the move ○ Throwing to a moving target ○ Throwing for distance and accuracy ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=463#.V6jHv7f6vcs • Dribbling with dominant/preferred hand: ○ Changing directions and pathways ○ Varying force ○ While positioning the body at different levels ○ Dribbling around stationary objects ○ Dribbling against an opponent ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12173#.V_lkN_3rupp • Instep kick:

	I can strike a ball/object with a (paddle) upward and forward using the correct cues. **I can follow through and finish with the bat over my shoulder when hitting a ball off a tee.** I can consecutively jump forward with a short rope by myself.	3 Usually demonstrates the critical elements with occasional reminders. 2 Sometimes demonstrates some of the critical elements with several reminders. 1 Seldom demonstrates the critical elements with repeated reminders.	○ Level swing through the ball ○ Follow through ○ Bat finishes over opposite shoulder • Rope jumping: See 2.1.g for cues and resources	○ Through a variety of wide targets ○ Using strong/light force ○ Using a running approach ○ To a stationary partner ○ A rolling ball from a stationary position ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=360#.V6jgZrf6vcs • Teaching sequence for striking with short handled implements: ○ Balancing objects on paddles ○ Striking a self-tossed object ○ Striking an object straight upward ○ Striking upward continuously ○ Striking downward continuously ○ Striking an object upward with both sides of the paddle ○ Striking with a forehand motion ○ Striking with a backhand motion ○ Striking an object in desired direction ○ Varying the force of the hit ○ Striking through a target ○ Striking an object to send it over a net ○ Striking a ball rebounding from a wall ○ Striking cooperatively and continuously with a partner • Volleying suggestions such as: one/two hand, varying direction and force and with different implements. ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8393#.V6jTFbf6vct ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7579#.V6jTT7f6vct ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4359#.V6jUOLf6vcs
	Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.pecentral.org/lessonideas/cues/CueSearchresults.asp; http://www.wikihow.com/Kick-a-Soccer-Ball; http://www.pecchallenge.org/challenges/partthrowcatch.html; http://teachers.net/lessons/posts/3757.html			

	VA SOL Standard: 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving. ESSENTIAL UNDERSTANDINGS • Body awareness and spatial awareness promote safety. • Movement can occur in general and personal space.			
	VDOE Standard(s) **Student Friendly Language** What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
 These standards were taught this year, but are reviewed regularly.	**2.2 a)** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations. **Suggested Learning Targets:** I can show how to move over, under, around, in front of, behind and through objects while moving. I can use a piece of equipment to show my understanding of over, under, around, in front of, behind and through. **2.2 b)** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations. **Suggested Learning Targets:** I can move and not touch anyone or anything in my personal space. I can show the teacher how I can be safe by moving and	**Assessment for Learning (Formative)** • Teacher observation • Identify pictures that are examples of over, under, around, in front of, behind and through movements • General space assessment: http://www.pecentral.org/assessment/carspaces_mriggs.pdf • Oral: Peer discussion ○ How does staying in personal space while moving keep you safe? ○ Describe the difference between personal and general space? **Assessment of Learning (Summative)** • Written: Identify pictures that are examples of over, under, around, in front of, behind and through movements • Written: Identify (name, circle, draw a picture of) examples of personal and general space	• Space ○ Territories: personal/general ○ Extensions: large/small, far/near ○ Directions: up/down, left/right, clockwise/anticlockwise, forward/backward ○ Levels: low/middle/high ○ Pathways: straight/curved/zigzag • Personal/Self-Space: A place all by myself where I cannot touch anyone or anything. http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=12 • Cues for using proper Self-Space: ○ Eyes forward ○ Speed check ○ Move to open spaces ○ Balanced stops ○ Avoid contact with people or objects • Cues for using proper General-Space: ○ Eyes checking surroundings to maintain personal space ○ Moves in personal/general space without touching anyone or anything • General Space: All of the space in the whole room. http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=10 • Defined boundaries: The lines, marked or	• Movements in relation to self and various obstacles and equipment that may include moving under/over, on/off, in front/behind, near/away, around and alongside. Examples: ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.V6JTtstdHIU ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11920#.V6JVCstdHIU ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=308#.V_6dDLfrvct • Movement activities in personal/general space such as: ○ Traveling at different speeds in confined spaces. http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=313#.V_6dj7frvct ○ Combining a variety of locomotor skills into a short sequence of movements. ○ Traveling through a variety of stationary objects. http://www.pecentral.org/Lessonideas/ViewLesson.asp?ID=11920#.V_6cNLfrvcu ○ Dodging people moving in confined spaces. ○ Fleeing from a pursuer using speed and direction changes. ○ Traveling at different speeds and in different directions to chase another person. http://www.pecentral.org/lessonideas/Vie

	not touching anyone or anything in a physical activity/game.		unmarked, that tell students where a game or activity should be played. • Relationship Actions ○ leading/following/mirroring/matching/ synchronizing/contrasting ○ through/pass, beneath/along ○ over/under ○ near/far ○ in front of/behind ○ meeting/parting ○ nearby/around/alongside	wLesson.asp?ID=291#.V6j2l7f6vct ○ Using personal space and general space in games and with music using a variety of objects such as ropes and hoops. ○ Using various objects to demonstrate spatial awareness.
	Resources: VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp; http://cd1.edb.hkedcity.net/cd/pe/TC/rr/FM_e.pdf; http://www.thephysicaleducator.com/resources/games/foundational-movement/on_off_lines/			

VA SOL Standard: 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.

ESSENTIAL UNDERSTANDINGS

- The body works and moves because of the brain, bones, muscles and body systems.
- The brain sends messages to various body parts telling them to move.
- The brain is the control center of the body.
- The body is made up of different muscles that work together to help us move.

	VDOE Standard(s) **Student Friendly Language** What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
 These standards were taught this year, but are reviewed regularly.	**2.2 c)** Explain that the brain sends a message to the body to move. **Suggested Learning Targets:** I can explain that my brain sends a message to my body parts to help me move. **2.2 d)** Identify major muscles, to include quadriceps, biceps, abdominals and heart. **Suggested Learning Targets:** I can identify where the quadriceps are located. I can identify where the biceps are located. I can identify where the abdominals are located. I can identify where the heart is located.	**Assessment for Learning (Formative)** • Explain how the brain helps the body move. • Identify the quadriceps, biceps, abdominals, skull, ribs and spine. **Assessment of Learning (Summative)** • Written: Identify one activity and the muscle(s) and bones that control the movement. • Identify (name, circle, draw a picture of) the heart, lungs, brain, quadriceps, biceps, abdominals, skull, ribs and spine.	• Brain: The control center for your body. It enables us to think, speak and feel. ○ Controls the muscles that move the bones ○ Controls the heart and lungs to provide energy for the working muscles ○ https://kidshealth.org/en/kids/brain.html ○ http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1528 • Quadriceps: Muscles on the top of your thighs. • Biceps: Muscles on the top of your arm when you make a muscle. • Abdominals: Your core muscles, located in your stomach area. • Heart: Muscle that pumps blood throughout your body, located in your chest, • Three types of muscles: skeletal, smooth and cardiac. ○ Skeletal muscles function to move your body during any activity such as walking. In most cases, a skeletal muscle is attached to one end of a bone. It stretches all the way across a joint (the place where two bones meet) and then attaches again to another bone. ○ Smooth muscle is found in your blood vessels and can regulate blood flow.	• Use visuals to depict the brain and major muscles. • Incorporate knowledge concepts into movement activities. • http://www.e-learningforkids.org/health/lesson/brain/ • http://kidshealth.org/en/kids/nsmovie.html?ref=search Videos: • Brain http://kidshealth.org/en/kids/nsmovie.html?WT.ac=ctg#catmovies • Muscles: http://kidshealth.org/en/kids/muscles.html

			○ Cardiac muscle is what your heart is made of and is necessary to pump blood to all of your body.	
	Resources: SHAPE America National Standards and Grade-Level Outcomes; http://kidshealth.org; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml			

VA SOL Standard: 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.

ESSENTIAL UNDERSTANDINGS

- A strong core is responsible for the sense of balance.
- If a sudden pull or stretch occurs, the body responds by automatically increasing the muscle's tension, a reflex which helps guard against danger as well as helping to maintain balance.
- The body is made up of different bones that give it structure.
- The body is made up of is made up of many parts that all work together to help it function.

	VDOE Standard(s) Student Friendly Language What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
The GREEN highlighted standards have been taught. The YELLOW highlighted standards were being taught when the break started. The **BOLD** standards have not yet been taught.	**2.2 e)** Explain that muscles tense to keep the body in a balanced position. **Suggested Learning Targets:** I can explain and perform a balance and static position. I can explain how muscles help me balance. **2.2 f)** Identify major bones, to include skull, ribs and spine. **Suggested Learning Targets:** **I can identify the skull and why it is important.** **I can identify the ribs and why they are important.** **I can identify the spine and why it is important.** **2.2 g)** Identify the major structures of the	**Assessment for Learning (Formative)** • Explain how the muscles work to keep balanced and controlled movements. • Oral: Peer discussion ○ Where is your skull? What does it protect? ○ Where are your ribs? What do they protect? ○ Where is your spine? What does it protect? How does it help your brain send messages to your body? ○ What structures work together to make up your cardiorespiratory system? • Identify the heart and lungs. • http://www.helpteaching.com/questions/Skin_Skeleton_and_Muscles/Grade_2 **Assessment of Learning (Summative)** • Written: Identify one activity and the muscle(s), bones that control the movement.	• Skeletal muscles come in many different sizes and shapes to allow them to do many types of jobs. Some of the biggest and most powerful muscles are in the back, near your spine. These muscles help keep you upright and standing tall. • Core muscles: Muscles that surround your trunk, It includes pelvis, lower back, hips, gluteal muscles and abdomen. • Skull: The head or cranium, protects the brain. • Ribs: They make up the ribcage in your chest and protect the heart and lungs. • Spine: It's made up of several little bones called vertebrae and provides the main support for the body. It helps you to stand upright and protects the spinal cord which sends the messages from your brain to the rest of the body. • Bones: ○ http://kidshealth.org/en/kids/bones.html	• Incorporate knowledge concepts into various movement activities. • Various Yoga activities including videos and yoga position cards. Examples: ○ https://www.youtube.com/user/CosmicKidsYoga/videos ○ http://kidshealth.org/en/kids/yoga-home.html?WT.ac=ctg#catemotion • Students perform balancing moves and tell a partner where they believe the muscles tense to create balance while doing the move. Examples: Stand with both feet flat on the floor and keep your body straight and still. Focus the eyes ahead on a point that is not moving and spread the arms out to keep balance. Do the following: ○ Balance on both feet with eyes shut ○ Stand on one foot with eyes shut ○ Stand on tiptoes without moving ○ Stand on tiptoes without moving and reach out to each side • Videos:

	cardiorespiratory system (heart and lungs). **Suggested Learning Targets:** I can identify the heart and lungs. I can tell what structures make up the cardiorespiratory system.	• Identify (name, circle, draw a picture of) the heart, lungs, skull, ribs and spine.	• Heart and Lungs: Together, the heart and lungs fuel your body with the oxygen needed by your muscles, ensuring that they have the oxygen needed for the work they are doing. ○ Heart: https://kidshealth.org/en/kids/heart.html ○ Lungs: https://kidshealth.org/en/kids/lungs.html • Cardiorespiratory system**:** Composed of the heart, blood vessels and respiratory system. ○ The heart is a muscle and gets stronger with exercise so a strong heart doesn't have to work as hard to pump blood to the rest of the body. ○ Exercise also allows your lungs to hold more air. ○ With a strong heart and lungs, your cells get oxygen faster and your body works more efficiently, • Cardiorespiratory Endurance: A measurement of how well your heart, lungs and muscles work together to keep your body active over an extended period of time.	○ Bones: http://kidshealth.org/en/kids/ssmovie.html ○ Muscles: http://kidshealth.org/en/kids/msmovie.html?WT.ac=en-k-htbw-main-page-g ○ Heart and Lungs: http://kidshealth.org/en/kids/csmovie.html?WT.ac=ctg#catmovies • Incorporate knowledge concepts into movement activities. ○ http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_313195.pdf ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132892#.V0jbPcv2bIU ○ https://educators.brainpop.com/lesson-plan/5-major-body-systems-with-brainpop-jr/ (use of some BrainPop materials requires a subscription) • Students trace a classmate on bulletin paper. Students label various muscles and bones using a word bank. Students locate heart, brain, lungs by cutting and pasting them onto the correct spot on a traced body.
	Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; www.Kidshealth.org; http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1446; http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_305580.pdf;			

	VA SOL Standard: 2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility and body composition. ESSENTIAL UNDERSTANDINGS • Physical activities are needed for physical fitness, • Strength is the greatest force a muscle can exert in one effort. • Muscular strength is important for lifting and moving heavy objects. • Muscular endurance allows the muscles to work for a long period of time. • Flexibility is important for moving in many directions. • Cardiorespiratory endurance is important for maintaining a healthy heart.			
	VDOE Standard(s) **Student Friendly Language** What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
 These standards were taught this year, but are reviewed regularly.	**2.3 a)** Describe muscular strength as important in lifting/moving heavy objects. **Suggested Learning Targets:** I can tell how muscular strength affects my ability to lift heavy objects. I can describe the importance of muscular endurance. **2.3 b)** Describe muscular endurance as important in moving throughout the day. **Suggested Learning Targets:** I can explain why the ability of muscles to work for a long period of time helps me move throughout the day. **2.3 c)** Describe flexibility as important in moving in many directions.	**Assessment for Learning (Formative)** • Teacher observation Examples: ○ Students feeling heartbeat ○ Students use fingers 1-5 to identify which level of intensity they worked in a physical activity • Oral: Teacher/Peer discussion ○ Activities for muscular strength/endurance, ○ Activities that help maintain a healthy heart. ○ Each component of fitness. **Assessment of Learning (Summative)** • Oral: Student can identify and describe each component of fitness. • Written: Matches the fitness component to its description.	• Muscular strength: The ability of the muscle to exert force during an activity. • Importance of muscular strength ○ It affects everyday chores, such as helping to clean the house and yard work. ○ It affects how easily one can carry a bag of groceries or lift a younger brother or sister. ○ It affects physical skill and sports performance, such as how hard one can swing a softball bat, or how long one can play on the tennis court. • Muscular Endurance: The ability of the muscle to continue to perform without fatigue. • Importance of muscular endurance: ○ Gives one the ability to perform repetitious physical activity such as gardening, raking leaves and washing the car. ○ Muscular endurance will also limit injuries that can happen from physical exertion and from the overuse of active muscles throughout the day. ○ With good muscular endurance you will be able to continue working for longer and your muscles will be able to recover more quickly so that the next day you can get on with what you usually do.	• Small group/station work to complete several muscular strength activities: Examples: ○ Pull up bar/peg board – Complete pull ups or move across/up the peg board. ○ Push-ups – Complete a given number of push-ups. ○ Heavy bag lift – Lift the heavy bag from floor and carry it across the gym and back. (Teach how to safely lift heavy objects from the floor.) ○ Groceries Station – Carry the gallon of milk (use a milk container but fill it with water or some sand) to the next group member. • Participate in a variety of muscular endurance activities such as: wall sits, planks, shoulder taps, lunges, jumping rope, step ups, etc. • Participate in a variety of flexibility activities such as yoga. https://www.youtube.com/user/CosmicKidsYoga • Activities that begin at a low intensity, build to a high intensity and return back to a low intensity.

	Suggested Learning Targets: I can describe how flexibility is important throughout the day. **2.3 d)** Describe cardiorespiratory endurance as important for maintaining a healthy heart. **Suggested Learning Targets:** I can identify which component of fitness focuses on maintaining a healthy heart.		○ If your muscular endurance is poor then you may have to take frequent rests and not be able to finish the job. • Flexibility: The range of motion around a joint. • Why is flexibility important in moving in many directions: ○ Improves performance in physical activities ○ Decreases risk of injuries ○ Helps muscles work most effectively ○ Improves posture and creates a healthier back ○ Maintains health joints ○ Improves balance during movement • Cardiorespiratory endurance as important for maintaining a healthy heart: ○ The heart is a muscle and gets stronger with exercise so a strong heart doesn't have to work as hard to pump blood to the rest of the body. ○ With a strong heart your cells get oxygen faster and your body works more efficiently, • Intensity: In fitness it is the degree of determination or the amount of effort expended during an activity. How hard you work. Example Intensity Levels: ○ Intensity Level 1–Media Seat ○ Intensity Level 2–Slow- such as walking ○ Intensity Level 3–Medium- such as skipping, galloping ○ Intensity Level 4–Fast- such as jogging/running ○ Intensity Level 5–Sprinting	Examples: ○ Walk around the perimeter of the gym, then jog, then return to a walk. ○ Complete a variety of low intensity level activities such as: walking, minimal amounts of curl ups or step ups. Then complete a variety of high intensity activities such as: sprinting, wall sit, followed by a sprint to next wall, speed jump roping, etc. Then return to a variety of different low intensity activities, • Teacher calls out activities that strengthen or weakens the heart. If the activity strengthens the heart, students will respond by jumping 10 times and then run in place while the teacher calls out the next activity. If the activity weakens the heart, students will respond by squatting 10 times and then run in place while the teacher calls out the next activity. Examples (can also be used as a formative assessment): ○ Riding a bike – (jump) ○ Walking your dog – (jump) ○ Taking the elevator – (squat) ○ Never going outside to play and watching TV all the time – (squat)
	Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp; http://www.teachpe.com/fitness/health.php			

	VA SOL Standard: 2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility and body composition. ESSENTIAL UNDERSTANDINGS • Improving muscular strength and endurance, flexibility and cardiorespiratory endurance will also improve body composition. • Physical activities can be performed at home, as well as at school. • Cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition are the components of physical fitness needed for health.			
	VDOE Standard(s) **Student Friendly Language** What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
✓ These standards were taught this year, but are reviewed regularly.	**2.3 e)** Describe body composition as the component that makes up a person's body weight (percentages of fat, bone, water and muscle in the human body). **Suggested Learning Targets:** I can match the term body composition with its meaning. **2.3 f)** Identify one activity to promote each component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition). **Suggested Learning Targets:** I can describe muscular strength and an activity that connects to it. I can describe muscular endurance and an activity that connects to it. I can describe flexibility and an activity that connects to it. I can describe cardiorespiratory endurance and an activity that connects to it.	**Assessment for Learning (Formative)** • Peer discussion: ○ What is body composition? ○ What are the ways to measure body composition? ○ Why is good body composition important? ○ Discuss activities that can be performed at home or at school. • List or draw activities the student can participate in for each component of fitness. **Assessment of Learning (Summative)** • Circle the pictures that show activities that help keep maintain a healthy heart. • Circle the pictures that would lead to good body composition. • Draw a line from an activity to the component of fitness. • Draw a picture of or list an activity that you can participate in outside of school for each	• Cardiorespiratory endurance: The ability of the heart and lungs to supply oxygen to the muscles during long periods of physical activity. • Muscular endurance: The ability of the muscles to repeat a movement many times or hold a position without stopping to rest. • Muscular strength: The ability of the muscle or muscles to push or pull with its total force. • Flexibility: The muscles ability to move a joint through a full range of motion. • Body composition: The relationship between fat-free mass and fat mass. ○ Fat Mass: fat ○ Fat-Free Mass: muscles, bones organs • Activity Opportunity: A situation in which something can be done towards physical activity throughout the day. Examples – ○ Guardian comes home early so now we have time to go for a walk. ○ A friend(s) come over after school to play outside. ○ Perform *Just Dance* (Wii U).	• Activities that involve the fitness components and nutrition with an added connection to body composition. • Stations for the components of fitness: Examples: ○ Cardiorespiratory endurance: Running, walking, skipping, jumping rope, etc. ○ Flexibility: Yoga, stretching, gymnastics, dance, etc. ○ Muscular endurance: Shoulder taps, calf raises, crunches, etc. ○ Muscular strength**:** Push-ups, pull ups, lifting heavy objects such as weights, etc. ○ Body composition**:** Any activities that promote any of the other four components of fitness and pictures of different foods for students to pick healthy examples that help towards good body composition. • Introduce activity opportunities outside of school: ○ Through class discussions or basic introductions to outdoor pursuits such as: cycling, skating, fishing, canoeing, hiking, kayaking, rock climbing, sailing, skiing, surfing, swimming, etc. and lifetime recreational sports such as: soccer,

	I can describe body composition. **2.3 g)** Identify opportunities to participate in regular physical activity outside of school. **Suggested Learning Targets:** I can list and perform physical activities that I can do both in school and out of school. I can identify situations after school where I can perform physical activities. I can list activities I can perform at home, which will improve each component of fitness.	component of fitness.		T-ball, beach volleyball, badminton, table tennis, bowling, handball, disc golf, duckpin bowling, etc. ○ Through short videos on physical activities for outside of school ○ By bringing in local instructors to introduce lessons on activities available outside of school such as: martial arts, dance, etc. ○ Introducing where local physical activity opportunities exist such as: bike trails, parks, playgrounds and community centers
	Resources: SHAPE America National Standards and Grade-Level Outcomes; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp; http://www.teachpe.com/fitness/health.php			

	VA SOL Standard: 2.4 The student will identify and apply cooperative, respectful and safe behaviors in physical activity settings. ESSENTIAL UNDERSTANDINGS • Daily physical activity is important for health. • Learning new activities can be difficult and require practice. • Practice will make challenging activities easier.			
	VDOE Standard(s) Student Friendly Language What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
 These standards were taught this year, but are reviewed regularly.	**2.4 a)** Identify one activity that is enjoyed and done outside of physical education class. **Suggested Learning Targets:** I can name/identify one physical activity that I like doing at home. **2.4 b)** Identify one activity that is challenging and one way to improve the activity. **Suggested Learning Targets:** I can name/identify one physical activity that I like doing but is hard for me. I can name/identify one way to help me get better at an activity that I like to do.	**Assessment for Learning (Formative)** • Oral: Peer discussion on – ○ Physical activities enjoyed outside of school. ○ Physical activities that are hard to do. ○ Ways to practice an activity/component of an activity to get better. **Assessment of Learning (Summative)** • Draw: ○ A picture of a physical activity done at home. ○ A picture of a physical activity that is hard. • Written Assessment http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1155#.V26VHxL2ZD8	• Recreation: Activity done for enjoyment when one is not in school or doing homework. Games and activities such as tennis, golf, bowling, fishing, Frisbee, badminton, hopscotch, jump rope, bocce, croquet, etc. • Challenge: To invite (someone) to do something that one thinks will be difficult or impossible. Examples – ○ "I challenged them to make up their own minds" ○ Test their abilities: "He needed something both to challenge his skills and to regain his crown as the king of the thriller." • Improvement: Is the process of getting better.	• Participate in a variety of lifelong physical recreational activities they can do alone or with a family member or friend at home. Examples: ○ http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=132742#.V26W9xL2ZD8 ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8710#.V26XTBL2ZD8 ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9289#.V26XvRL2ZD8 • When new activities are introduced, after activity discussions on how challenging the new activity was and ways they could improve on the activity,
	Resources: SHAPE America National Standards and Grade-Level Outcomes; http://www.pecchallenge.org/default.asp; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml			

	VA SOL Standard: 2.4 The student will identify and apply cooperative, respectful and safe behaviors in physical activity settings. ESSENTIAL UNDERSTANDINGS • Students demonstrate cooperative skills by not only being responsible for learning the material for the day, but also for helping their group-mates learn. • Behaving well is as important as playing well. • Safe participation is needed in all physical activity settings when participating alone or with others. • Safe participation includes cooperative, respectful and safe behavior. • Safe participation includes good listening skills, including the student's ability to follow rules and directions for all activities and equipment use. • Rules help keep games and activities safe and fair.			
	VDOE Standard(s) **Student Friendly Language** What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
 These standards were taught this year, but are reviewed regularly.	**2.4 c)** Demonstrate cooperative skills, to include taking turns and sharing equipment. **Suggested Learning Targets:** I can share equipment and space with my class. I can participate safely in class. I can be a good listener. **2.4 d)** Demonstrate safe participation individually and with others. **Suggested Learning Targets:** I can follow directions. I can follow rules. I can stay on task. I can move safely and in control.	**Assessment for Learning (Formative)** • Teacher observation • Drawing a picture of a safety rule • Questioning to check for understanding Examples of teacher/peer discussion: ○ What are different ways we show cooperation when doing an activity? ○ What does it mean to be respectful? ○ What does it mean to move safely? ○ Name two classroom rules that help keep you safe. • Oral: *Quiz-Quiz Trade* – Using flash cards of different cooperative skills. (Skill written out on one side for the person holding the card to see. A picture on the other side to help a partner guess what cooperative skill is written out on the other side.) Students show their picture to another peer for them to guess the cooperative skill. Then they trade cards and move to another person. Examples such as: Taking turns, sharing equipment, raising a hand before speaking, working together as a team, helping others improve their skills, using encouraging words, etc.	• Cooperation: Working together to achieve a goal in which success depends on a combined effort. Skills include: ○ listening ○ sharing decision making ○ taking responsibility ○ learning to give and receive appropriate feedback ○ learning to encourage each other ○ solving problems • Teaching good feedback to others: ○ It sounds like – good job, nice pass, you really tried hard, etc. ○ It looks like – a thumbs up, a high five, a pat on the shoulder • Cooperative tasks that encourage students to rely on each other to complete the tasks. Where the success of one student should be positively related to the success of the other students. Examples include: mutual goals, shared resources, communication and assigned roles.	• Different cooperative skills such as: ○ Listen carefully to others and be sure you understand what they are saying. ○ Share when you have something that others would like to have. ○ Take turns when there is something that nobody wants to do or when more than one person wants to do the same thing. ○ Compromise when you have a serious conflict. ○ Do your part the very best that you possibly can. This will inspire others to do the same. ○ Show appreciation to people for what they contribute. ○ Encourage people to do their best. ○ Make people feel needed. Working together is a lot more fun that way. ○ Don't isolate or exclude anyone. Everybody has something valuable to offer and nobody likes being left out. • Students and teachers create safety rules. Examples: ○ Stop on signal ○ Do not touch or use equipment until teacher directs or until it is safe ○ Share equipment ○ Follow safety directions for each activity ○ Check safety of equipment prior to use

	2.4 e) Identify two class safety rules. **Suggested Learning Targets:** I can name two rules to be safe in physical education.	**Assessment of Learning (Summative)** • Teacher observation (checklist) ✓ Active listening skills by executing procedures and instructions ✓ Demonstration of safety rules for classroom safety and activity-specific safety ✓ Ability to work productively and cooperatively with peers during practice of skills and/or during physical activity ✓ Ability to work independently and on-task during physical education activities ✓ Moving in a safe and controlled manner in personal and general space • Written: Draw (or select from several pictures) physical education safety rules.	• Safety: Keeping yourself and others free from harm and danger. • Respect: Relation to something; considered of deserving high regard. • How to be respectful: ○ Treat others the way you want to be treated. ○ Accept people who are different from you. ○ Be polite and use good manners. ○ Think about the feelings of others. ○ Stay calm when angry. • Appropriate interactions with peers. ○ Sharing, taking turns, following rules (with teacher guidance and reinforcement). ○ Staying on task (for short periods with teacher supervision). ○ Listen quietly without interruption (for short periods with teacher reinforcement). ○ Exhibit self-control. ○ Willingness to play with any child in the class; and recognize similarities and appreciate differences in people,	• Practicing routines and expectations for safe behaviors ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12760#.V26YjBL2ZD8 ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12760#.WADf5Lfrvct • Activities that allow students to use both personal and general space • Cooperative games and activities: ○ http://elementaryhealthphysicalactivity.wiki.westga.edu/file/view/Cooperative+Games.pdf ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8755#.V-kbe7frvcs ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3893#.V-kcCLfrvcs • Encouraging others in activities: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3596#.V02lictdHIU • Respecting others: https://www.youtube.com/watch?v=FY4qNs4onYQ&index=25&list=PL7f4GshrpmEMWSg7FTN3-RKbZvDWWg0Kr (safe share link https://safeshare.tv/x/ss580f5e504bf8f) • Sportsmanship: What it looks like in your class with a continued emphasis throughout the school year. ○ http://www.pecentral.org/bp/indivBPDisplay.asp?ID=2491&votes=47#.V02m5MtdHIU ○ http://www.pecentral.org/bp/indivBPDisplay.asp?ID=1043&votes=74#.V02nDstdHIU
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<table>
<tr><td></td><td colspan="4">VA SOL Standard: 2.5 The student will describe the energy intake components of energy balance and physical health and development.
ESSENTIAL UNDERSTANDINGS
• Dairy is important for bone growth.
• Snacks choices between meals are important to good nutrition.
• Water and other healthy drinks keep the body hydrated and are important for body functions.</td></tr>
<tr><td></td><td>VDOE Standard(s)
Student Friendly Language
What will the student know and be able to do?</td><td>SUGGESTED / SAMPLE ASSESSMENTS</td><td>Terms (Vocabulary) and Content Information</td><td>SUGGESTED / SAMPLE ACTIVITIES</td></tr>
<tr><td>✓

These standards were taught this year, but are reviewed regularly.</td><td>2.5 a) Explain that dairy is important for bone growth.

Suggested Learning Targets:

I can explain that dairy helps my bones grow.

2.5 b) Identify examples of healthy snacks.

Suggested Learning Targets:

I can identify healthy foods to eat between meals.

2.5 c) Identify different hydration choices.

Suggested Learning Targets:

I can identify healthy drinks.

I can explain why water is the best drink choice for my body.</td><td>Assessment for Learning (Formative)

• Oral: Teacher/Peer discussions –
○ Why does the body need dairy?
○ What foods and beverages are in the dairy food group?
○ Name some healthy snacks.
○ Name some healthy hydration choices.

• Select/identify pictures of healthy drinks and snacks

Assessment of Learning (Summative)

Oral: Student can explain that dairy helps bones grow.

Student can explain what snacks and drinks are healthy.

Written: Draw (or select from several pictures) healthy snacks and drinks.</td><td>• Dairy: Fluid milk products. or products made from milk such as: milk, cheese, string cheese, yogurts, pudding, ice cream, frozen yogurt, etc.

• Calcium: Found in dairy products. It helps us build strong teeth and bones.

• Snacks: Help you refuel your body in between meals.
○ Examples of healthy snacks: yogurt, fruit, veggies, whole grain granola, string cheese, etc.
○ http://kidshealth.org/en/kids/snack-attack.html?ref=search

• Hydration Choices
○ Water: A clear liquid that has zero calories and contains no sugar.
○ Milk: A dairy drink that helps build strong teeth and bones.
○ Unhealthy drink choices that contain too much sugar and calories. Examples include: sports drinks, sodas, juice drinks and energy drinks.</td><td>• Use names of food groups and nutritious hydration choices for small group activities.

• Use visuals to depict a variety of food group and hydration examples.

• Incorporate nutrition concepts into movement activities.

• Incorporate poems or songs about the food groups and water/nutritious hydration into rhythmic activities.

• Healthy drinks:
○ http://www.pbslearningmedia.org/resource/225f51a8-05ee-4219-803c-6358fea924c2/225f51a8-05ee-4219-803c-6358fea924c2/</td></tr>
<tr><td></td><td colspan="4">Resources:
http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/sample-meal-snack-patterns.html;
VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml;
http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp; https://www.choosemyplate.gov/MyPlate;
http://www.education.com/magazine/article/tips-kid-hydrated/</td></tr>
</table>

	VA SOL Standard: 2.5 The student will describe the energy intake components of energy balance and physical health and development. ESSENTIAL UNDERSTANDING • The body functions best with a balance of good nutrition choices and physical activity (balancing what you eat and drink with physical activity). • A healthy lifestyle requires daily physical activity and proper nutrition.			
	VDOE Standard(s) **Student Friendly Language** What will the student know and be able to do?	**SUGGESTED / SAMPLE ASSESSMENTS**	**Terms (Vocabulary) and Content Information**	**SUGGESTED / SAMPLE ACTIVITIES**
 These standards were taught this year, but are reviewed regularly.	**2.5 d)** Explain that choosing nutritious foods and being physically active are components of being healthy. **Suggested Learning Targets:** I can explain that my body needs healthy foods, healthy drinks and physical activity to grow and be healthy. I can explain what energy in and energy out means. I can name two ways I use energy. I can explain that my body uses energy from food when I move. I can name two foods that give me energy.	**Assessment for Learning (Formative)** • Oral: Teacher/Peer discussions – ○ Name two activities that use a lot of energy and two activities that use less energy. ○ What does energy in and energy out mean? ○ Sarah is always tired when she gets home from school. What can she do to give herself some energy? • Select/identify pictures healthy foods, drinks and activities. **Assessment of Learning (Summative)** • Oral: Student can explain that the body needs healthy foods, healthy drinks and physical activity to grow and be healthy. • Written: Draw (or select from several pictures) healthy foods, healthy drinks and physical activities.	• Nutrition: Eating food to help your body grow and stay healthy. • Energy: Fuels our bodies to move, breathe, digest food, think, pump blood, etc. • Energy In: The energy we get from eating food from the five food groups and drinking water. ○ Examples: Fruits, vegetables, protein, whole grains and dairy. • Energy Out: The energy we burn by doing physical activity. ○ Examples: Riding bikes, swimming, running, playing tag, playing sports, jumping rope. • Energy Balance: The energy you burn equals the energy you consume with food and drinks. • Calorie: Energy in food and drinks that helps fuel our bodies. • Balanced Diet: Contains the proper proportions of foods to maintain good health. • Fruits: Provides vitamins, minerals and fiber to help the body stay healthy. ○ Examples: Oranges, strawberries, peaches, cantaloupe, watermelon, grapes, bananas, blueberries and	• Use names of food groups, nutritious hydration choices and healthy activities for small group activities • Use visuals to depict a variety of food groups, hydration and physical activity examples • Incorporate concepts into movement activities • Incorporate poems or songs about nutrition and physical activity into rhythmic activities • Lesson Examples ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10080#.WAFf47frvcs ○ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9433#.WAFgLbfrvcs ○ http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/K-2_2.3_Food_For_Thought.pdf

			raspberries. • Vegetables: Provide vitamins, minerals and fiber to help the body stay healthy ○ Examples: Broccoli, peppers, carrots, peas, corn, spinach, lima beans, potatoes, kale and tomatoes. • Grains: Provide a source of fiber and gives us energy. ○ Examples: Whole grain bread, rice, pasta, oatmeal, cereals and tortillas. • Protein: Helps build muscle, skin and bones, It is also gives us energy. ○ Examples: Chicken, turkey, beef, lunch meat, nuts, fish, pork and eggs. • Dairy: Helps us build strong, healthy bones ○ Examples: Milk, cheese, yogurt.	
	Resources: http://www.choosemyplate.gov/ ; See education resources and curriculum ideas; VDOE Physical Education Instructional Resources http://www.doe.virginia.gov/instruction/physed/index.shtml; http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp; https://jr.brainpop.com/health/; https://www.gonoodle.com/; https://kids.usa.gov/exercise-and-eating-healthy/index.shtml; http://www.fns.usda.gov/multimedia/tn/sump_level1.pdf; http://www.choosemyplate.gov/games; http://www.pbhfoundation.org/pub_sec/edu/cur/rainbow/ http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/K-2_2.3_Food_For_Thought.pdf; https://lesson-plans.theteacherscorner.net/health/food-plate-game.php; http://www.learningtogive.org/units/helping-others-feed-themselves/what-my-plate			