

Physical Education Grade 4-6 Lessons

Weeks of April 13-17, 20-24, 27-May 1, 2020

Dear Parent(s): If you would like a paper copy of this learning module, one is available for pick up here at the school. All you need to do is phone the school to let us know that you are coming to pick up a physical education homework package for your child. We will have one waiting for you in the lobby for when you arrive. **Thank You** for your co-operation during these trying times.

Warm-Up Activities

Online Activities: If you do not have access to internet please refer back to original lesson plan provided for March 23rd, 2020. You can also use the alternates below. Choose a different activity each day. Once you run out you may begin again.

Grade 4-6 Boom Chicka Boom <https://www.youtube.com/watch?v=F2XVfTzeI8E>

Grade 4-6 Avengers Fitness Warmup <https://www.youtube.com/watch?v=sqZFz44AB78>

Grade 4-6 Balance & Coordination Exercises <https://www.youtube.com/watch?v=HNbjptrn3-A>



Think safe
Work safe
Be safe

For the following activity, you must decide who goes first. The both of you say together: “Fee Fi Fo Fingers” and both of you show the amount of fingers from 0-10 added together. Whoever was first has to do the corresponding activity.

FINGER FITNESS THIS OR THAT EDITION

Say "Fee Fi Fo Fingers" to a partner and both show 0-10 fingers with 2 hands, then choose which of the results you like best and do it!

| IF YOU CHOOSE: | THEN YOU DO: |
|----------------|----------------------------------|
| 0 | Favorite dance for 15 seconds |
| 1 | 10 crunches or curl-ups |
| 2 | 6 Push-ups |
| 3 | 15 Jumping Jacks |
| 4 | Stretch your legs for 12 seconds |
| 5 | Gallop or skip a lap around gym |
| 6 | Do 9 Squats |
| 7 | Hold a plank for 20 seconds |
| 8 | Give a high-5 or fist bump |
| 9 | 15 Jumping Jacks |
| 10 | Stretch your arms for 11 seconds |

Find a new partner each time, and never plan the results!
By Mike Strasser ©2014/2015

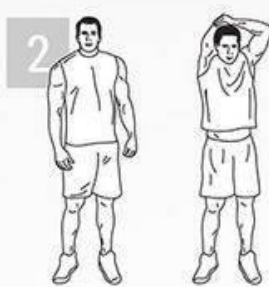
You may change the “THEN YOU DO” to other things if you wish. If you are having trouble finishing the “THEN YOU DO” rest and then finish.

warm up

6 reps each © neilarey.com



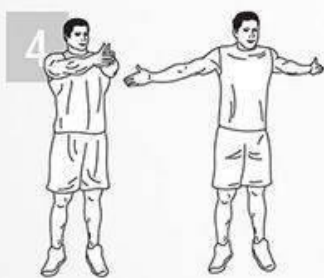
neck stretch



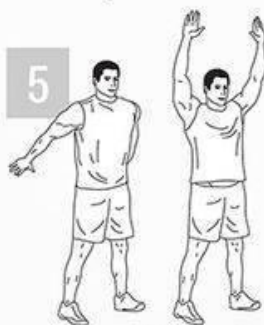
tricep stretch



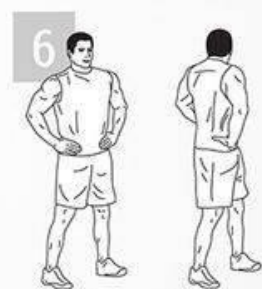
shoulder stretch



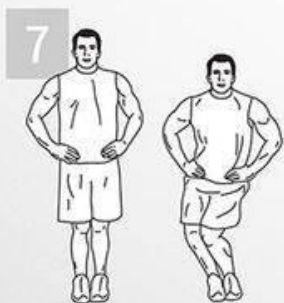
dynamic chest



dynamic back



mid back turns



knee circles



hip circles



toe touches

2-minute warmup

BY DAREBEE © darebee.com
Repeat each exercise for 10 seconds.



hops on the spot



side-to-side hops
single leg



hops on the spot



side-to-side hops
feet together



alt back expansions



chest expansions



arm circles (wide)



arm circles



hops on the spot



side-to-side hops
single leg



hip rotations



torso rotations

Physical Activities

Choose a different activity each day. When you run out, please choose one you like and start again. If you do not have access to internet please refer back to original lesson plan provided for March 23rd, 2020 and use one. There are some alternates provided below. Remember, if you are tired, rest and then begin again.

Grade 4-6 Kids Home Workout (13 mins) <https://www.youtube.com/watch?v=WxSexSQJmKY>

Grade 4-6 Kids Workout (25 mins) <https://www.youtube.com/watch?v=dhCM0C6GnrY>

Fitness Workout for students of all ages (16 minutes)

https://www.youtube.com/watch?v=L_A_HjHZxfI

Grade 1-8 Kids Home Workout (13 mins) <https://www.youtube.com/watch?v=WxSexSQJmKY>

Kids Workout NRG Burn 1 - <https://www.youtube.com/watch?v=tjfK5I4pbQQ>

Kids Workout NRG Burn 2 - <https://www.youtube.com/watch?v=6f2o2UZtg9I>

Kids Workout NRG Burn 3 - <https://www.youtube.com/watch?v=CAC8KcuAP6I>

Kids Workout NRG Burn 4 - <https://www.youtube.com/watch?v=n2OnlycDWdw>

Kids Workout NRG Burn 5 - <https://www.youtube.com/watch?v=3pFE1uoKe-A>

Grade 4-6 Physical Activities – Indoor Games

The following can be seen online at the URL provided or if you have no internet access please see below.

Focus Focus

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/4-6/Physical%20Education/4-6%20PE_Focus%20Focus.pdf

Movement Sentence

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/4-6/Physical%20Education/4-6%20PE_Movement%20Sentence.pdf

The Dice is Right

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/4-6/Physical%20Education/4-6%20PE_The%20Dice%20Is%20Right.pdf

Personal Activity Tracker

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/4-6/Physical%20Education/4-6%20PE_Track%20Your%20PA%20Every%20Day.pdf

Focus Focus

Materials - Paper, markers, piece of rope or string, 3 objects that do not roll (e.g., bean bags, pairs of socks, small stuffed animals, etc.)

Learning Outcome - Demonstrate how to throw for accuracy and practice implementing a consistent, pre-throw routine.

Description -

Use markers to create a small target on a piece of paper (about 1/6 of an 8 1/2 by 11 inch paper) and place it on a wall. Ensure there is enough space to do the activity away from any safety hazards.

Invite the child to choose the distance from which they feel comfortable throwing and place the rope or string down in that spot. Review how to perform the overhand throw movement skill or refer to Movement Skills Cues to support you.

The child chooses the soft objects they would like to throw. Brainstorm together different conditions to apply before the child throws. Some examples are:

- throw without moving your feet
- take a deep breath before each throw
- throw the three objects in a 10 second limit
- count slowly to 10 before each throw
- do five tuck jumps before each throw
- visualize hitting the target before each throw

Choose the condition to apply before each throw. After throwing the three objects, the child collects the objects and allows other players to take a turn (if applicable).

If there are multiple throwers, they can rotate between calling out conditions and throwing.

Throwers score 1 point for every three hits in a row on the target.

Movement Sentence

Materials - Music

Learning Outcomes - Develop creativity and critical thinking while applying movement concepts.

Description -

Invite the child to choose a song they like and create a movement sentence lasting approximately 30 seconds.

The movement sentence must have a beginning, middle, and final movement. It should reflect a particular emotion (e.g., joy) about a particular social situation (e.g., rainfall after a draught). Provide the child with time to brainstorm and practice their movement sentence and support as required. Have the child perform the movement sentence when they are ready. Consider challenging the child further by asking them to create several movement sentences to form a movement paragraph of about 1-2 minutes in length.

The Dice is Right

Materials - Six-sided dice, small pieces of paper, marker

Learning Outcomes - Develop aerobic, balance, and core fitness skills and maintain stamina during a fitness circuit.

Description -

Cut up a piece of paper into smaller pieces and write out different aerobic, balance, and core activities on the papers. Lay the papers on the floor or the ground and create six columns placing 3 papers in each column. Some examples of activities are:

- Plank x 20 seconds
- Pretend to jump rope x 10
- Sprint back and forth in the playing area x 2 Wall sit x 20 seconds
- Long jumps x 5
- Hop back and forth over a line x 10
- Wall push-ups x 10
- Bridge x 20 seconds
- Sit down and stand up x 5
- Jumping Jacks x 10
- Tree pose x 5 seconds
- High knees x 20

Ensure there is enough space to do the activity away from any safety hazards.

The child rolls the dice and chooses an activity from the corresponding column (e.g., a 3 is rolled so choose a paper from the 3rd column).

Perform the activity together and allow anyone who is playing to take a turn rolling the dice.

Play for an allotted amount of time or until you have done most of the activities 2-3 times.

Personal Activity Tracker

Materials - Paper, pencil, ruler

Learning Outcome - Recognize physical activity intensity levels and track your personal physical activity levels and minutes active.

Description -

Explain to the child that we often use what is called a benchmark which is a tool used to assess how we are doing in certain aspects of our lives. A tracking system can be used to collect information for the benchmark. Challenge the child to track their physical activity for 3 days to develop their own benchmark for how active they are and their level of physical activity. Discuss the following physical activity intensity levels:

| ACTIVITY LEVEL | INTENSITY LEVEL | DESCRIPTION |
|----------------|-----------------|--|
| Inactive | Sedentary | Little or no movement with slow breathing (e.g., sitting) |
| Light | Low | Some movement with normal breathing (e.g., walking) |
| Moderate | Quite a bit | Quite a bit of movement with increase in breathing and may cause you to sweat (e.g., biking) |
| Intense | Vigorous | Lots of movement and effort. Makes your heart beat and breathing rate faster and causes you to sweat (e.g., sprinting) |

Support the child with creating a physical activity tracker using a piece of paper. With a ruler, draw a chart and label it with:

Time of Day?

What was I doing?

How Active was I?

Inactive

Light

Moderate

Vigorous

Invite the child to fill out the physical activity tracker for the next 3 days. After the 3 days, tally the amount of check marks in each activity level column and total the amount of minutes spent at each level.

Foot Volleyball

You Will Need:

- Balloon or light ball. Could even be a some newsprint rolled up into a ball
- A volleyball net. Could be folder blanket over a couple chairs. Whatever works to make your net

How To:

1. Ask those playing to remove their shoes and form two groups. Or one on one.
2. Hang the net in such a way that it is at least three to four feet above the floor. Let both the teams take their positions, on each side of the net.
3. Play volleyball with the balloon using their feet instead of their hands!
4. You may play using different rules where you have extra hits. You may decide.
5. Please play safely by checking the area for hazards and removing or moving them.

The Orange War

You Will Need:

- Oranges or some type of ball
- Plastic or regular spoons to hold the oranges

How To:

1. Place the oranges in the spoons and give them to two players at a time.
2. The players have to tip off the orange of their opponent without touching them and while trying to keep their orange in their spoon.
3. As soon as someone loses their orange, they are out of the game. The winning player may stand on one side.
4. Keep repeating the competition until all players get a chance.
5. Now give a spoon and an orange to each winner and ask them to play for the winning title. The player who has the orange in the spoon until the end wins.
6. Please play safely by checking the area for hazards and removing or moving them.

Balloon Hitter

You Will Need:

- A balloon, clean rolled up socks or rolled up newsprint for each player
- Some objects that will be the target

How To:

1. Hand out a balloon to each player and ask them to inflate it. You may use a pair of rolled up socks.
2. Place the targets at a considerable distance on the floor and ask all players to stand on one side. At the signal, the players have to hit their target with their balloon. You can decide the amount of tries the players are allowed, or base it on time.
3. The player who can hit the target first with the balloon or socks is the winner.

4. Please play safely by checking the area for hazards and removing or moving them.

Bottle Bowling:

You Will Need:

- 2-liter soda pop bottles or dishwashing detergent bottles and small bleach bottles
- Lightweight balls
- Sand or Water
- Funnel

How To:

1. Wash and dry the bottles before making the pins. Ensure that the bottles are thoroughly dried before proceeding with the next method.
2. Put an inch of sand or water in each bottle using a funnel. The sand or water will weigh down the pins, making it harder for the kids to knock down. If you want to create a set of bright bowling pins, fill the bottle with scraps of colorful tissue or crepe paper.
3. Set up the plastic bowling pins on the playing area and hand over the ball to the participants.
4. Now give five chances to each child to knock down the pins.
5. The player who bowls down the pins fastest will be the winner.
6. Please play safely by checking the area for hazards and removing or moving them.

Newspaper Dump:

You Will Need:

- A stack of newspaper, socks, or whatever you have for each team
- Recycle bin or container

How To:

1. Divide the players into each group and hand them their stack of whatever. The teammates have to split the stack of whatever equally among the team members.
2. Set up a recycling bin or container at the finish line.
3. On the signal to start, the first player of the team has to carry one item from the stack of whatever to the finish line and deposit it in the container. Now he has to run back to his team and tap the next player in line. If it is one vs one, continue to go until the stack of whatever is gone.
4. The team that deposits the stack of whatever first in the recycle bin or container will be the winner.
5. Please play safely by checking the area for hazards and removing or moving them.

Healthy Eating Grades 4-6

The following can be seen online at the URL provided or if you have no internet access please see below.

Canada's Food Guide - <https://food-guide.canada.ca/en/>

Healthy Snack Inventor

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/4-6/Healthy%20Eating/4-6%20HE_Healthy%20Snack%20Inventor.pdf

Just Another Menu

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/4-6/Healthy%20Eating/4-6%20HE_Just%20Another%20Menu%20Monday.pdf

Passed Down Through Generations

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/4-6/Healthy%20Eating/4-6%20HE_Passed%20Down%20Through%20Generations.pdf

Healthy Snack Inventor

Materials - Index card or small paper, pencil, food items of choice

Learning Outcome - Identify healthy foods and prepare a healthy no-bake snack.

Description –

Invite the child to create a healthy no-bake snack using the food you have. Discuss what types of ingredients could go into a healthy snack. If needed, encourage the child to look at Canada's Food Guide for a review of healthy foods. Still need ideas? Encourage the child to do a web search of healthy no-bake snacks to get ideas.

Ask the child to write down the ingredients and instructions for their snack on the index card so they can refer to it while preparing the snack. Be sure to support the child with washing and chopping the food as needed.

While enjoying the snack together, brainstorm a name for the snack!

Just Another Menu

Materials - Paper, different colours of markers (at least 4 colours)

Learning Outcome - Review the categories of food in Canada's Food Guide and create a menu using a variety of healthy foods.

Description -

Discuss with the child what they know about different categories of food. Visit Canada's Food Guide and look at the snapshot of the plate to review the three categories of food: Vegetables and Fruits, Protein Foods, and Whole Grain Foods.

Look at the picture of the plate and have the child identify the foods found on the plate that they enjoy eating. Invite the child to identify foods that they enjoy that are NOT found in the picture and ask them to place the foods they have listed in the correct category.

Challenge the child to create a menu for themselves including breakfast and lunch for 3-4 days. Use foods that are available at home.

Encourage the child to colour code their menu by choosing a different marker colour for each food category (e.g., red for Vegetables and Fruits, blue for Protein Foods, green for Whole Grain Foods, and purple for Other Foods that are not part of the three categories).

Support the child to brainstorm foods for their menu and remind them to consider a variety of foods from the three categories. For the Other Foods category, talk about ways to reduce these foods.

Post the menu and invite the child to choose a meal from the menu at breakfast or lunch for the next number of days.

Passed Down Through Generations

Materials - Ingredients for a recipe

Learning Outcome - Develop food skills by preparing a meal and relate it to family traditions.

Description -

Think about a recipe or food that your family has enjoyed for a long time. It could be a recipe that has been passed down to you, a recipe from your childhood, or a recipe that your family finds comfort in eating together. Talk to the child and get their input as well.

Show the child the recipe and read through it together and collect the ingredients. If the recipe is not written down, take the time to write it down with help from the child. Prepare and cook the

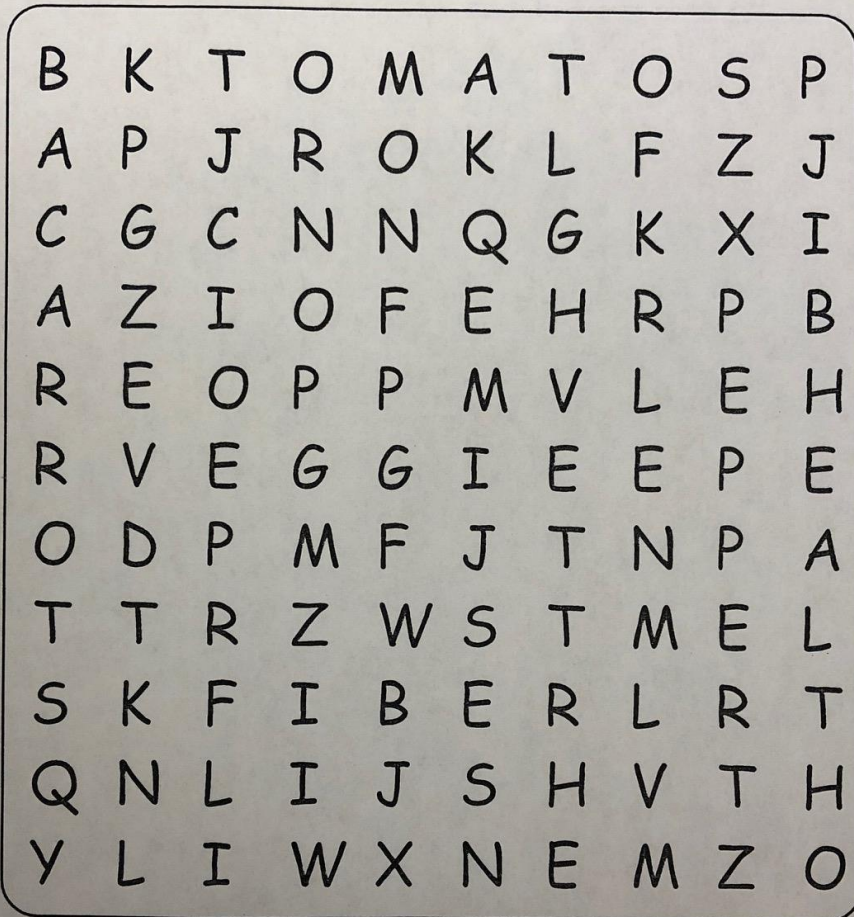
meal together. Be sure to wash the food appropriately, support the child with chopping or grating, and have an adult manage the oven or stove.

When the meal is prepared, share stories together. An important part of healthy eating habits is to enjoy meals and conversation with others!



The following puzzles can be done by yourself. However, if you are having troubles you may ask an older sibling or parent/guardian to help.

Vegetable Group Word Search



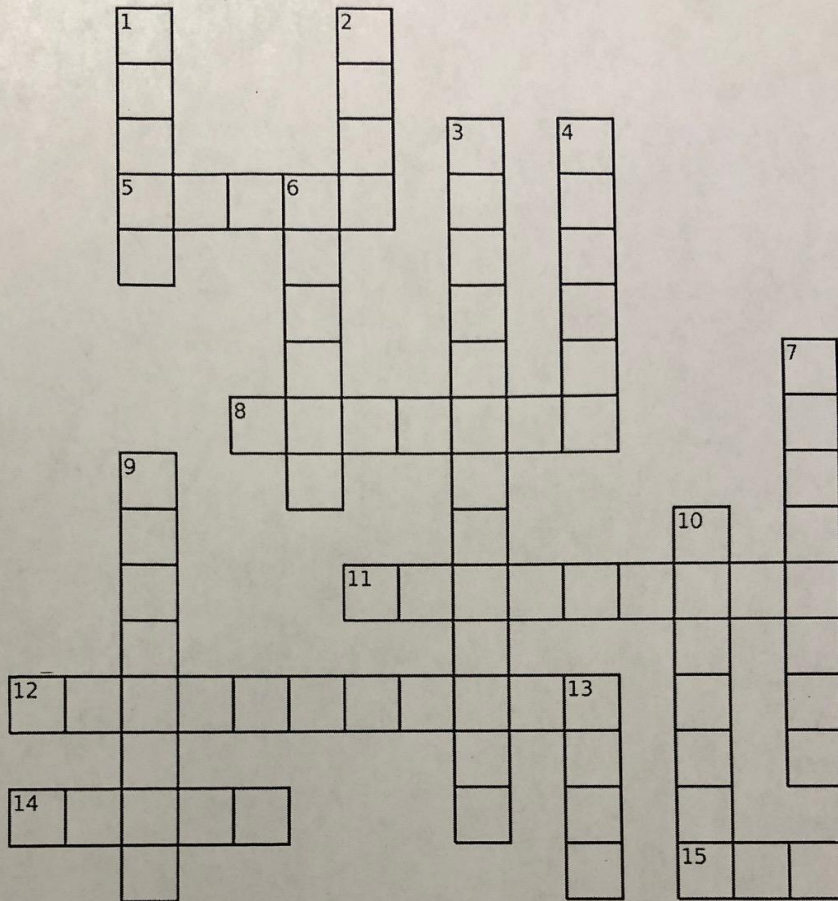
Beets, Tomato, Pepper, Carrot,
Health, Veggie, Fiber

Food Group Word Search

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| O | R | R | N | I | E | T | O | R | P |
| G | R | A | I | N | S | V | Z | I | M |
| T | Q | K | M | R | L | E | I | Q | P |
| D | A | I | R | Y | I | G | U | O | M |
| K | X | J | M | A | O | E | F | V | Y |
| N | O | I | T | I | R | T | U | N | V |
| G | M | I | N | E | R | A | L | S | F |
| S | T | I | U | R | F | B | O | I | M |
| M | Q | W | C | D | R | L | B | C | E |
| G | R | X | I | U | P | E | U | U | A |
| U | P | M | U | R | R | S | V | N | T |

Grains, Nutrition, Oils, Fruits,
Minerals, Vegetables, Fiber, Dairy,
Protein, Meat

Healthy Eating Crossword Puzzle



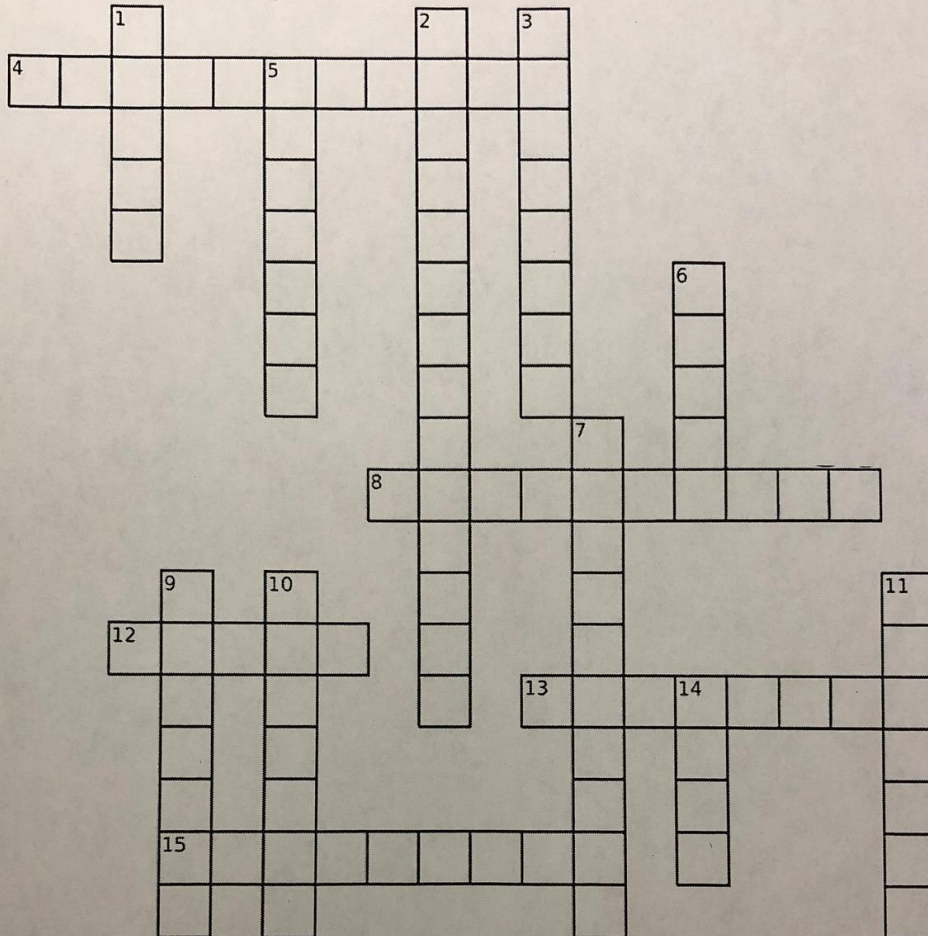
Across

- 5 The small meal after breakfast and before lunch
- 8 Belgium _____ with strawberries
- 11 This meal helps you do great in school
- 12 This fruit juice has vitamin C
- 14 Put cream cheese or peanut butter on this
- 15 Ome____ with mushrooms and cheese

Down

- 1 French _____ or pancakes
- 2 This taste great with whole grain cereal
- 3 This comes from a cow but its not white
- 4 Home fries or hash _____
- 6 Some kids like to eat this without milk.
- 7 Bananas, strawberries and yogurt mixed together to make a _____
- 9 Mickey Mouse shaped _____ with eggs
- 10 Eat this warm with milk, raisins, and brown sugar.
- 13 Scrambled, poached and fried _____

Healthy Eating Crossword Puzzle



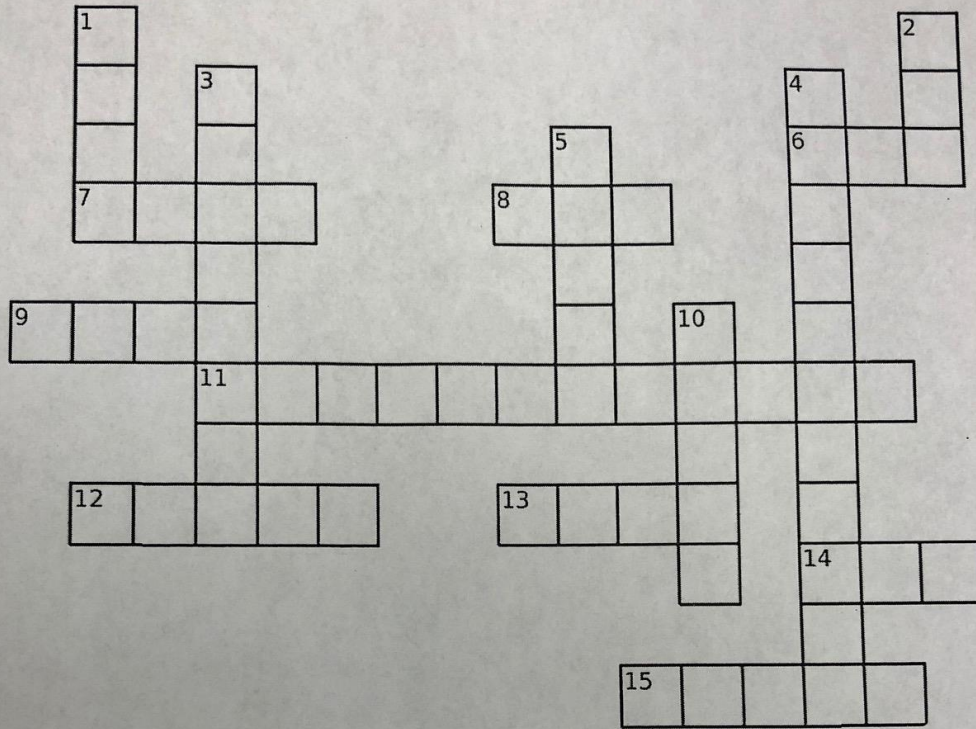
Across

- 4 The opposite of a sour potato
- 8 The outside of this melon looks like a web
- 12 Tomatoes, cucumbers and lettuce make a nice ____
- 13 This vegetable looks like a mini tree
- 15 Dip the leaves in butter and enjoy the heart of an ____

Down

- 1 This is a fuzzy stone fruit
- 2 This is a side dish at Thanksgiving
- 3 A palm tree grows these
- 5 One popular big squash at Halloween
- 6 This tropical fruit has a big seed in the middle.
- 7 This looks like an orange but is smaller
- 9 Monkeys love them
- 10 Dip these into Ranch dressing
- 11 Dried grapes are called ____
- 14 This vegetable has ears (think of cob)

Healthy Eating Crossword Puzzle



Across

- 6 Keep cold food cold and hot food _____
- 7 An ice _____ will keep your lunch cold
- 8 Wash your hands before you _____
- 9 Bacteria grow rapidly in the danger _____ (rhymes with cone)
- 11 Milk, eggs and yogurt should be stored in the _____
- 12 Slice veggies on a clean cutting _____
- 13 Keep food _____ in the refrigerator
- 14 Bacteria begins to grow on perishable food within _____ hours if not refrigerated.
- 15 Don't leave food out for more than two _____

Down

- 1 Warm water and _____
- 2 Raw meat should _____ touch fruit
- 3 Germ is another word for _____
- 4 Use a meat _____ to check the temperature
- 5 You can see bacteria: True or False
- 10 Wash both of these for 20 seconds to kill germs.