

Physical Education Grade 1-3 Lessons

Weeks of April 13-17, 20-24 and 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.

The Bear Walk - <https://www.youtube.com/watch?v=KG3AO6IJ4BQ>

Exercise Song for Kids - https://www.youtube.com/watch?v=JoF_d5sgGgc

Exercise, Rhyme and Freeze - <https://www.youtube.com/watch?v=cSPmGPIyykU>



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 "The 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 Sweeney ©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.

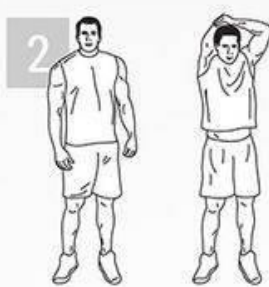


warm up

6 reps each © neilarey.com



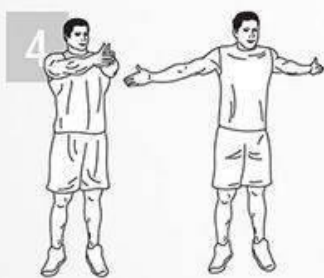
neck stretch



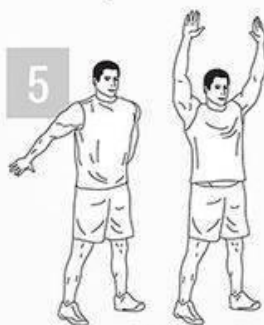
tricep stretch



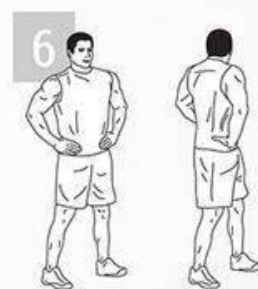
shoulder stretch



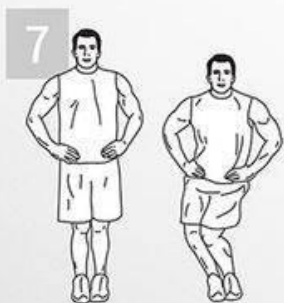
dynamic chest



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, please rest and then begin again.

Grade 1-3 Freeze Dance <https://www.youtube.com/watch?v=388Q44ReOWE>

Grade 1-3 Yoga for Balance <https://www.youtube.com/watch?v=w5no6T6vf2k>

Grade 1-3 Balance & Coordination Exercises <https://www.youtube.com/watch?v=HNbjptrn3-A>

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>

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

Hoop and Pole – Aboriginal Game

<https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/K-3/Physical%20Education/K-3%20Hoop%20and%20Pole.pdf>

Jump, Hop, Leap and Roll

<https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/K-3/Physical%20Education/K-3%20Jump,%20Hop,%20Leap,%20and%20Roll%20Coding.pdf>

Just Dribble It

<https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/K-3/Physical%20Education/K-3%20Just%20Dribble%20It.pdf>

Pin in the Middle

<https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/K-3/Physical%20Education/K-3%20Pin%20in%20the%20Middle.pdf>

Hoop and Pole

Materials - Soft ball and hula hoop (or an alternative round object)

Learning Outcome - Practice the movement skill of underhand roll and perform the roll while aiming for a target.

Description –

This game originated with Indigenous Peoples to develop agility and target skills for hunting. Begin by ensuring there is enough space to do the activity and check for safety hazards. Review how to perform the underhand roll movement skill or refer to ***Movement Skills Cues*** to support you. One person stands on one side of the playing area with the hoop. The other person lines up on the adjacent side of the playing area with the ball. The person with the hoop rolls it across the playing area keeping it upright if possible and maintaining contact with the floor or ground. The person with the ball underhand rolls the ball, aiming to roll it through the hoop (or hitting the target that is being rolled). Switch roles periodically. For older children who can easily roll the ball through the hoop, consider challenging them to try by using an overhand throw or a kick.

Jump, Hop, Leap and Roll

Materials - Paper, marker, small container

Learning Outcome - Perform a variety of fundamental movement skills and practice making patterns using these skills.

Description –

Cut up small pieces of paper and write movement skills on each piece (e.g., write jump on 5 papers, hop on 5 papers, leap on 5 papers, roll on 5 papers, etc.). Place the papers in a small container. Ensure there is enough space to do the activity away from any safety hazards. Review how to perform each of the movement skills or refer to ***Movement Skills Cues*** to support you. Have the child pull 6 papers out of the container and arrange them in a line making the performance code. For example, the code may be jump, hop, hop, roll, leap, leap. Perform the code together a few times and then challenge yourself to see if you can do it by memory. For older children, consider writing a direction arrow on each piece of paper so they change directions as they perform the code (e.g., jump forward, hop backward, hop left, roll right). Continue to make new codes and perform them and change the movement skills if you want to try new movements. Other movements can include skip, run, or dodge.

Just Dribble It

Materials - Paper, marker, ball to dribble (soccer or basketball)

Learning Outcome - Demonstrate dribbling with hands while moving and performing various actions.

Description –

Ensure there is enough space to do the activity away from any safety hazards. Cut up a paper in small pieces and write down an action on each paper.

Some examples are:

- clap one time
- clap two times
- figure 8 around the legs
- around the waist
- around the legs
- dribble high and then low

Review how to perform the dribbling (with your hand) movement skill or refer to ***Movement Skills Cues*** to support you.

Spread out the pieces of paper around the playing area. Call out an action (e.g., figure eight) and the child finds the associated paper and performs the action (support early literacy learners with reading the actions).

After performing the action, the child picks up the paper and moves it to another location in the playing area. Play for an allotted amount of time.

If a child is unable to dribble, have them do the activity using another fundamental skill moving and performing the action at each paper.

Pin in the Middle

Materials - One ball per player, pin to knock over (e.g., plastic bowling pin, pylon, plastic bottle)

Learning Outcome - Perform the movement skill of kicking and practice hitting a target.

Description –

Ensure safety hazards are moved out of the way before beginning the activity. Review how to perform the kicking movement skill or refer to ***Movement Skills Cues*** to support you. This activity is best played with at least two players.

Place the pin in the middle of the playing area and have a player line up on opposite sides of the pin. On the count of three, both players kick their ball toward the pin at the same time. A point is scored each time the pin is knocked down. With each successful knockdown, players take one step back from the pin.

For older children, place multiple pins down and time them to see how long it takes to knock down all the pins. Try to beat your best time.

Foot Volleyball

You Will Need:

- Balloon or light ball. Could even be 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

If you do not have access to the internet, please below.

Create a Healthy Snack

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/K-3/Healthy%20Eating/K-3%20HE_CrEAte%20a%20Healthy%20Snack.pdf

Hunger Cues

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/K-3/Healthy%20Eating/K-3%20HE_Hunger%20Cue%20Clues.pdf

Make a Memorable Meal

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/K-3/Healthy%20Eating/K-3%20HE_Make%20a%20Memorable%20Meal.pdf

Processed or Pure

https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/K-3/Healthy%20Eating/K-3%20HE_Processed%20or%20Pure.pdf

CrEAte Your Own Snack

Materials - Chopped vegetables or fruits (or other healthy foods), toothpicks

Learning Outcome - Identify healthy foods and prepare a snack.

Description –

Discuss with the child how healthy eating can be fun and brainstorm a vegetable or fruit creation (or other healthy foods) that you could make for a snack (e.g., car, flower, funny face, unicorn, fish, or a building block creation).

Ask the child to select vegetables or fruits (or other healthy foods) to make their creation. Ensure that an adult is washing and chopping the vegetables and fruits. The child designs their healthy snack creation and then EATS it. Consider taking a picture of the creation before it is eaten and have the child send it to a family member or friend and explain what they created.

Hunger Cue Clues

Materials - Paper, marker

Learning Outcome - Describe how your body and mind provide hunger cues and distinguish between other factors that can influence you to feel hungry.

Description –

Ask the child how their mind or body tells them they are hungry (e.g. stomach is growling, feel tired or grumpy, cannot concentrate, stomach feels empty or hurts, etc.)? Ask the child if there are times that they think they are hungry but they are not (e.g., bored at home, watching TV and want a snack, etc.). To help you with the discussion, read the *Hunger Cues* page of Canada's Food Guide. Take a piece of paper and create three columns with the titles below:

Hunger

Hoax

Not Sure

Cut up smaller pieces of paper and write one of the following scenarios on each paper:

- It's 11:30 a.m. and a few hours after I had my morning snack.
- My stomach is growling. I am at school and I start to feel really tired even after sleeping well last night.
- I am outside playing with my friends and I feel angry with them all the time and notice that my stomach feels empty.
- I am at home and I feel like there is nothing for me to do. I open the fridge and suddenly feel hungry.
- I am watching a movie and want a snack and decide to eat right from the bag of popcorn. I am so hungry I eat until the bag is finished.
- I just ate my lunch and dessert. Then I smell cupcakes and want to eat one.
- I feel sad and a friend gives me chocolate to feel better. I feel hungry and ask for more.

Describe to the child what is meant by the word hoax. Ask them if they think their mind or body ever plays a hoax on them about being hungry? Present the scenarios to the child and show them the paper with the columns written on it. Have the child read each scenario (supporting early literacy learners with reading) and put the scenario in the column they think is the most appropriate. After the child has selected a column for each scenario, review their answers (hint: the first 3 scenarios are hunger and the final 4 scenarios are hoax). Discuss how the child can be more aware about what makes them eat when they are not hungry (e.g., when they are sad, when they feel bored, when the food is right in front of them, etc.). Explain that most people feel this way and that we can work to be more aware of when we are actually hungry by listening to your mind and body.

Make a Memorable Meal

Material - Index cards or small pieces of paper, ingredients for your favourite family meal

Learning Outcome - Identify healthy foods and prepare a snack.

Description –

Discuss the benefits of eating meals with others. For more information, visit Canada's Food Guide webpage [Eat Meals with Others](#). Talk with the child about times you eat together and how it makes them feel. Also talk about suggestions to improve how you could connect better when eating meals together. Think about questions or topics of conversations that you could have over a meal and write them down on index cards.

Choose one of your family's favourite recipes and prepare it together. Be sure that an adult cleans and chops the food, as well as uses the oven or stove. Set the table and have the child add any other details you would like (e.g., flowers, name cards, etc.). Enjoy the meal together and have the child read the conversation cards and discuss them together.

Processed or Pure?

Materials - Pictures of processed and unprocessed foods, two baskets or containers

Learning Outcome - Classify processed and unprocessed foods and describe why it is important to limit highly processed foods.

Description –

Introduce the concept of processed foods to the child. Processed foods are foods that are changed from their natural form. Explain to the child that eating too many processed foods is not good for our bodies or our brains. For more information about processed foods, visit Canada's Food Guide and read the *Limit Highly Processed Foods* page. Prepare pictures of processed and unprocessed foods and scatter them throughout the playing area. An alternative to pictures could be placing real food products and processed food boxes. Examples of processed foods and unprocessed foods are: Place the two baskets or containers on opposite sides of the playing area. One basket or container is for placing pictures of processed foods and the other is for placing pictures of unprocessed foods. After discussing processed and unprocessed foods, ask the child to sort the items into the appropriate basket or container.

PROCESSED FOODS

chips

granola bars soda

deli meat cookies chicken fingers frozen pizza juice

UNPROCESSED FOODS

fresh vegetables fresh fruit

eggs

fresh chicken nuts plain oatmeal fresh fish quinoa

Support the child if they have questions and once they have sorted all the items, review how they sorted them and discuss if any should be moved to the other basket or container.



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

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

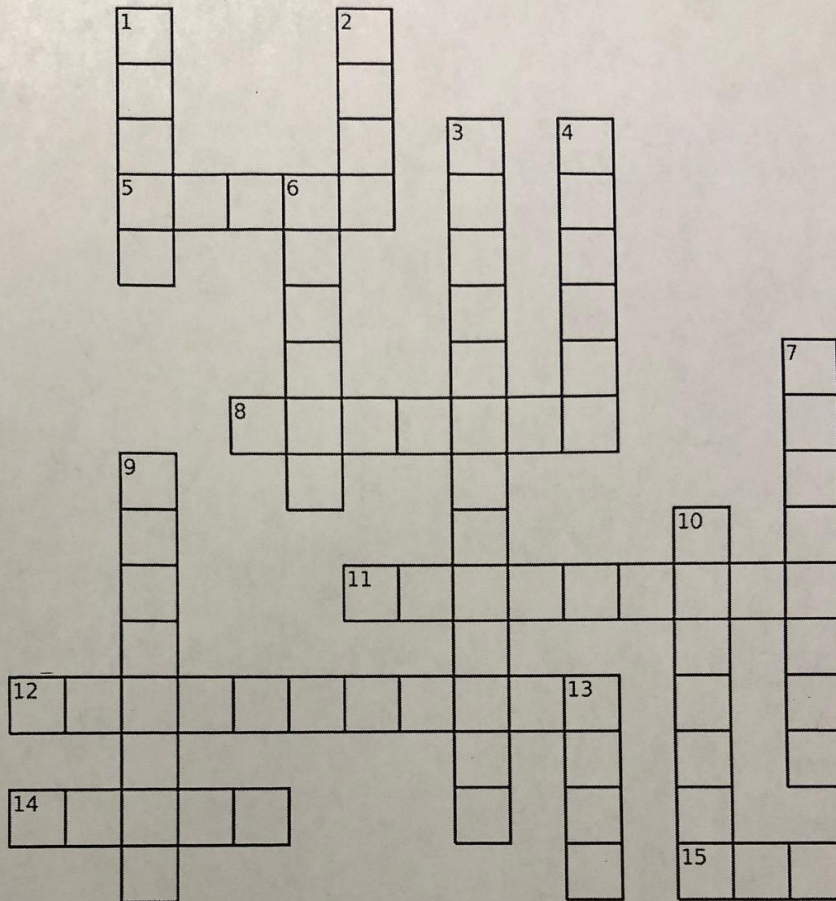
Beets, Tomato, Pepper, Carrot,
Health, Veggie, Fiber

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



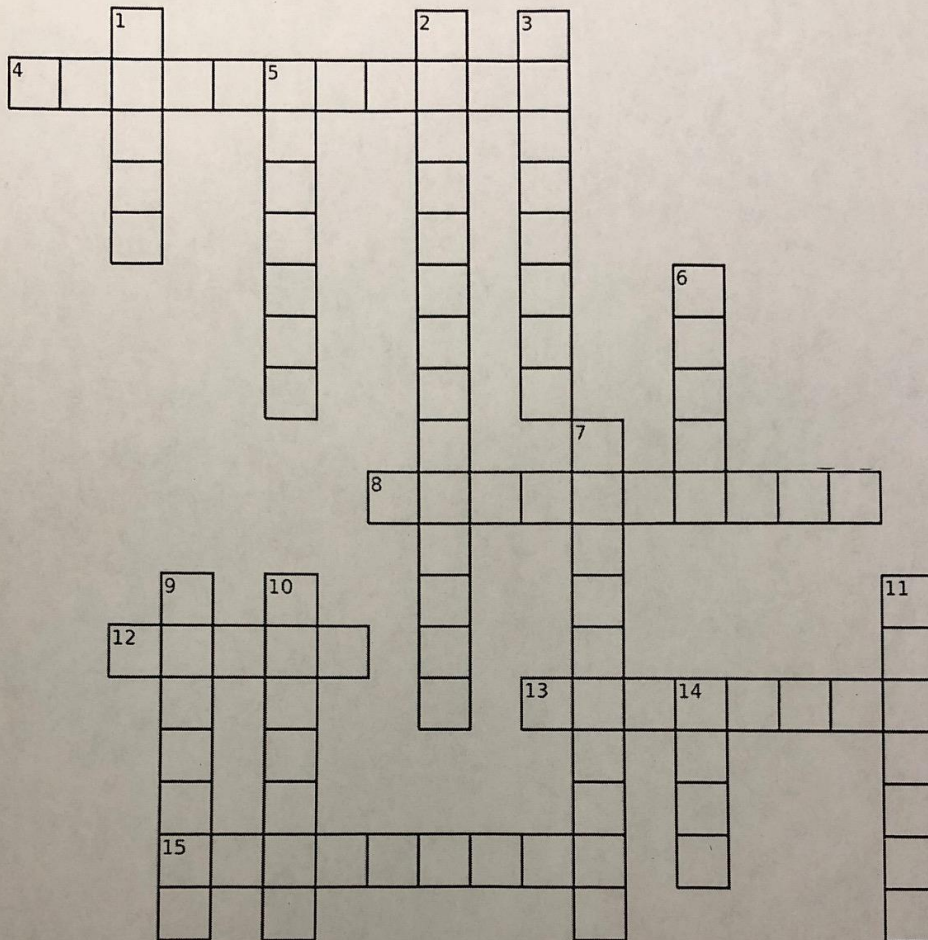
Across

- 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



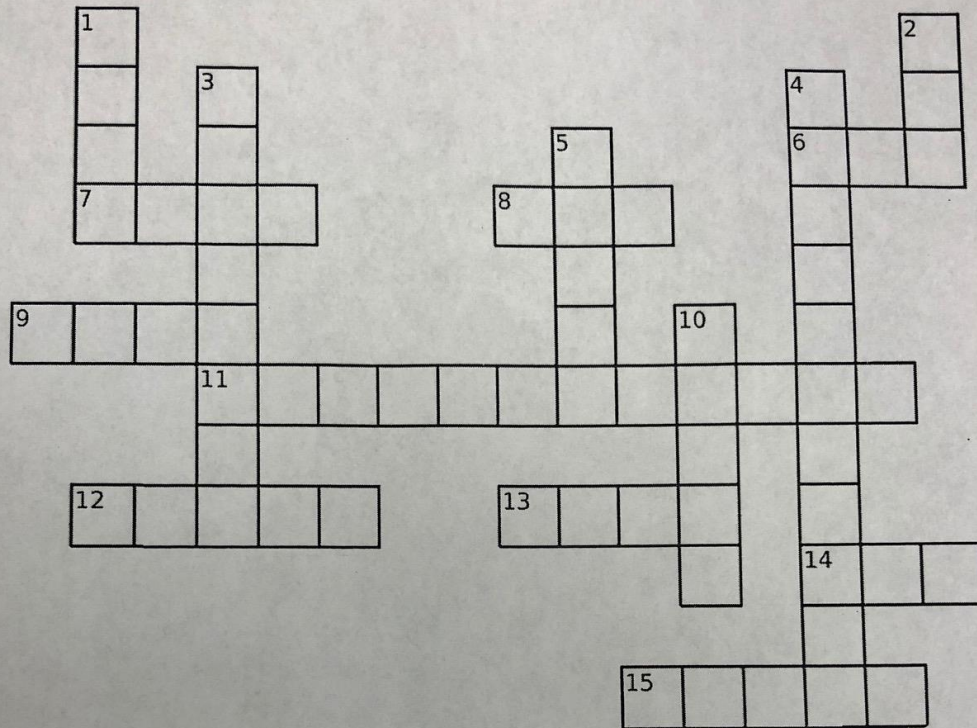
Across

- 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.