



Physical Education - Grades K, 1, 2

Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at www.dclibrary.org.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



Physical Education - Grades K, 1, 2

Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a www.dclibrary.org.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ለ 2020 **Physical Education - Grades K, 1, 2**

የተከበራችሁ የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ሰራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ደዘቶች ላይ የሚያተኩር ደህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንዲገናኝ ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ደህንን ስራ መሙላት/መስራት አለበት።

ደህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ደዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዋል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የደዘተ ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጅ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ግዚ መቼ እንደሚገኙ እና እንዴት በአካዳሚክ ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ፣ በኢሜል፣ በስልክ ወይም በክፍል ጾጁ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰአት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔፍትን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይቻላል።
- ሀሳቦቻቸውን፣ ምልከታዎቻቸውን፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንዲሟራቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ስለትዕግስትዎ እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት አያመንቱ። ደህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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May Physical Education AT HOME

Grades K-2

Pages:	Title:
2-3	Letter to Families
5	Drop Everything and Move Daily Challenge Calendar for MAY – see if you can complete the daily challenge each day!
7-8	Physical Education Activity Logs – make sure that you record the number of minutes you were active each day!
9-11	At Home Physical Education Weekly Plan for Students: Locomotor and Manipulatives <i>*The calendar includes a week's worth of activities and instructions.</i>
13-18	At Home Physical Education Weekly Plan for Students – Volleying and Striking <i>*The calendar includes a week's worth of activities and instructions.</i>
19-26	At Home Physical Education Weekly Plan for Students – Charades <i>*The calendar includes a week's worth of activities and instructions.</i>
27-33	Wonderful Walking Trail – follow these daily instructions to create your own walking trail. You can do this for Week 4, or anytime on your own!
35-41	Invisible Dumbbells – This is an optional activity you can try on your own – be sure to record your activity in your daily log!
43-53	At Home Dance Party – This is an optional activity you can do with your family!
55-56	PE Challenges – These are optional activities. Make sure you record your activity in your daily log!
57-75	Food Cards and Nutrition Worksheets – Use these to learn how to eat healthy!

Dear Students and Family Members,

The physical education team at our school is working with resources from OPENPhysEd.org to help you stay physically active and healthy while our schools are closed. In order to meet physical education goals during this time, students should be physically active for 60 minutes each day. Use the Physical Education Activity Log to record your activity time. Remember, activity time doesn't have to happen all at once. You can add up your total activity throughout the day to equal 60 minutes. Students, at the end of each day ask a family member to sign next to the day's total activity in the Physical Education Activity Log. Then, return the finished log to your Physical Education teacher when school is back in session. If you need to, visit www.openphysed.org/activeschools/activehome to download and print another activity log.

Thank you for your cooperation. Stay active and stay well.

Sincerely,
CCPCS Physical Education and Health Teachers

By staying active and completing this physical activity log, you're meeting the following SHAPE America National Physical Education Grade-level Outcomes:

- Grades K-5 (Physical Activity Knowledge) Standard 3 [E1.K,2,3a,5]
Identifies active play opportunities outside physical education class
 - (K); Describes physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family)
 - (2); Charts participation in physical activities outside physical education class
 - (3a); Charts and analyzes physical activity outside physical education class for fitness benefits of activities (5).

Estimados estudiantes y miembros de la familia:

El equipo de educación física de nuestra escuela está trabajando con recursos de OPENPhysEd.org para ayudarlo a mantenerse físicamente activo y saludable mientras nuestras escuelas están cerradas. Para cumplir con los objetivos de educación física durante este tiempo, los estudiantes deben estar físicamente activos durante 60 minutos cada día. Use este registro de actividad física para registrar su tiempo de actividad. Recuerde, el tiempo de actividad no tiene que suceder de una vez. Puede sumar su actividad total durante el día para que sea igual a 60 minutos. Estudiantes, al final de cada día, pida a un miembro de la familia que firme al lado de la actividad total del día. Luego, regrese el registro terminado a su maestro de educación física cuando la escuela vuelva a la sesión. Si nuestras escuelas están cerradas por más de 2 semanas, visite www.openphysed.org/activeschools/activehome para descargar e imprimir otro registro de actividades.

Gracias por su cooperación. Mantente activo y bien.

Atentamente,

docente de CCPS de Educación Física y Salud

Personal Al mantenerse activo y completar este registro de actividad física, cumple con los siguientes resultados de SHAPE América Educación física nacional a nivel de grado:

- Grados K-5 (Conocimiento de actividad física) Estándar 3 [E1.K, 2,3a, 5]
Identifica oportunidades de juego activo fuera de la clase de educación física
 - (K); Describe actividades físicas para participar fuera de la clase de educación física (por ejemplo, antes y después de la escuela, en casa, en el parque, con amigos, con la familia)
 - (2); Gráficos de participación en actividades físicas fuera de la clase de educación física
 - (3a); Grafica y analiza la actividad física fuera de la clase de educación física para conocer los beneficios físicos de las actividades (5).

Name:

Teacher:

Purpose:

This calendar encourages families to become more physically active and take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should place their initials and a check mark in the space provided. You are allowed to miss one day (activity) each week. If you do, place an "X" in the space instead of a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Take a walk.
	2	A kiwi has ~60mg of vitamin C. Do 60 air punches.
	3	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	4	Family Fun: Play your favorite physical education activity with your family.
	5	Do as many trunk-lifts as you can.
	6	Juggle a ball with your feet for 5 minutes.
	7	Perform jumping jacks while naming words that start with "M."
	8	Take a walk.
	9	1 cup of broccoli has ~60mg of calcium. Do 60 air kicks.
	10	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	11	Family Fun: Go to the park together.
	12	Do as many squats as you can.
	13	Spend 5 minutes tossing and catching a ball.
	14	Perform squats while someone calls out math problems for you to answer.
	15	Take a walk.
	16	Beans have ~500mg of potassium. Jog in place as you count to 500.
	17	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	18	Family Fun: Take turns selecting an exercise to do together.
	19	Do as many push-ups as you can.
	20	Spend 5 minutes volleying a balloon in the air.
	21	Hold a plank while naming all the cities that you can think of.
	22	Take a walk.
	23	Half a cup of blueberries has ~40 IUs of Vitamin A. Do 40 plank-jacks.
	24	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	25	Family Fun: Build an obstacle course together.
	26	Do any workout you want!
	27	Pick any sports skill and practice it for (you guessed it) 5 minutes!
	28	Name as many muscles in the body as you can while jumping in place.
	29	Take a walk.
	30	A serving of spinach has ~20mg of magnesium. Do 20 squat-thrusts.
	31	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.

Remember

- Get adult permission before doing activities.
- Return this calendar to your teacher when it's done.



Physical Education

ACTIVITY LOG

2-Week Physical Activity Log

Use this activity log to track your physical activity minutes for 2 weeks.
Have an adult sign their initials next to each day that you complete 30 minutes.

Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	Active Outside 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 minutes
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				



Physical Education

ACTIVITY LOG

2-Week Physical Activity Log

Use this activity log to track your physical activity minutes for 2 weeks.
Have an adult sign their initials next to each day that you complete 30 minutes.

Week 3:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	Active Outside 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 minutes
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				
















Week 4:

Day	Activity 1	Activity 2	Activity 3	Total
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				



ACTIVE HOME PHYSICAL EDUCATION: LOCOMOTOR AND MANIPULATIVES K-2

Complete the activity with a friend or family member. Don't forget to log your daily physical activity time.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
My Learning Goals	I can use locomotor skills safely at home with noodles.	I can balance in self space showing levels and directions.	I can control my movements to complete scarf activities in personal space.	I can move my scarf through different levels while completing tasks.	I can demonstrate different pathways with equipment.
Today's Vocabulary	LOCOMOTOR SKILL A type of movement used to get from place to place.	BALANCE An even distribution of weight which allows someone or something to stay upright and steady.	CONTROL To manage or regulate the movement or actions of something.	LEVEL Position of the body or its parts in relation to the floor, a person, or a piece of equipment.	PATHWAYS Routes of movement in space: straight, curved, zigzag, or a combo of the three.
Warm-Up Activity	Too Hot (GoNoodle)	Empire State (GoNoodle)	Don't Sit Down (GoNoodle)	Milkshake (GoNoodle)	Clap It Out (GoNoodle)
Learning Focus Activity	Activity 1: Locomotor Part 1: Noodle Activity Card Can you complete each task with a pool noodle or paper towel tube? Optional Video	Activity 2: Relationships Part 2: Noodle Activity Card Can you complete each task with a pool noodle or paper towel tube?	Activity 3: Manipulatives Part 1: Juggling Scarf Card Can you complete each task with a scarf or grocery bag?	Activity 4: Manipulatives Part 2: Juggling Scarf Card Can you complete each task with a scarf or grocery bag? Optional Video	Activity 5: Choose Your Own Challenge Pick your favorite workout from the Juggling Scarf or Noodle Activity Card.
Daily Movement Activity	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar
Refocus	Let's Unwind (GoNoodle)	Mindless to Mindful (GoNoodle)	Let's Unwind (GoNoodle)	Mindless to Mindful (GoNoodle)	Let's Unwind (GoNoodle)
Did I log my total activity time?	YES or NO?	YES or NO?	YES or NO?	YES or NO?	YES or NO?
How am I feeling today?	  	  	  	  	  

ACTIVITY CARD

NOODLES

Activity Name	Description	Outcome Focus
PART 1		
Tracks	<ul style="list-style-type: none"> Be an elephant. The noodle is your trunk. Walk slowly staying in personal space – including your trunks! Be a dinosaur. Noodle is a snout. Jog in open space. Unicorns! The noodle is a horn. Use a fast-tempo gallop. 	Space Tempo
Move It, Move It	<ul style="list-style-type: none"> Lay noodle down and skip around it. (Curved) Hop along the side of the noodle. (Straight) Leave noodle on floor. Jump to a new noodle. (Zig-zag) Leap over your new noodle. (large & small extensions) Side-slide far away from your noodle (near vs. far). 	Locomotor Skills Pathways Extensions
Balancing Act	<ul style="list-style-type: none"> Balance the noodle horizontally on any body part at a low level; medium level; high level. Balance the noodle on the ground horizontally to make a wide statue; balance it vertically to make a narrow statue. 	Levels Narrow/Wide
Motocross	<ul style="list-style-type: none"> The noodles are handle-bars. Open space is your race course. Follow directions to score points. Travel through mud (bound), and now on dry land (free). Teacher says: forward/backward; right/left; up/down; clockwise/counterclockwise. 	Flow (bound/free) Directions
Gymnast	<ul style="list-style-type: none"> With noodle laying down, transfer weight over the noodle. Make plank position under the noodle. Stretch and hold the noodle far away from your body. Hold the noodle near the body and twist around it. 	Relationships Non-Manipulative
PART 2		
Mirror This	<ul style="list-style-type: none"> Teacher leads students through a fun “workout.” Students copy (mirror) the teacher’s movements. Pick 2-3 students to lead. Students match student leaders. Facing a partner, take turns leading and following a variety of stationary movements using the noodles. 	Relationships
Falling Down	<ul style="list-style-type: none"> Facing a partner. One partner balance the noodle (vertically) on palm of the left hand. The other partner counts down, “3,2,1,” and then tries to catch their partner’s noodle before it falls to the ground. 	Relationships Cooperation
The Rocket	<ul style="list-style-type: none"> Students hold noodle in a loose grip 6” from the bottom. Empty hand is open below the noodle with palm flat. Count down 5,4,3,2,1 and strike the bottom of the noodle to underhand volley it in the air. Student try to catch it before it hits the ground. 	Volley (underhand) Catching
Hockey	<ul style="list-style-type: none"> The long noodles are hockey sticks and the small noodles (or fluff balls) are pucks. Skate around the floor stick-dribbling the pucks with the noodle sticks. 	Manipulative (long handle)
Clean the Locker Room!	<ul style="list-style-type: none"> Divide class in half. One team per side. On “Go” each team uses hockey skills to clear all of the small noodles from their side. 	Manipulative (long handle)
Noodle Tag	<ul style="list-style-type: none"> This is a 1v1 (no running) tagging game. Facing a partner, students attempt to tag their partner’s foot with the noodle. The first partner to three points wins. 	Responsibility

ACTIVITY CARD
















JUGGLING SCARF

Activity Name	Description	Outcome Focus
PART 1		
Shapes & Directions	<ul style="list-style-type: none"> Scarf in front of body, make giant clockwise circles. Scarf over head, make small counterclockwise circles. Scarf out to the right side, make a square. Scarf out to the left side, make a triangle. Switch hands and repeat all of the above. 	Understands Directions and Relationships with Objects
Locomotor Moves	<ul style="list-style-type: none"> Scarf like a horse's tail, gallop in open space. Scarf scrunched like a rabbit's tail, jump in open space. Fold in half like a deer's short tail, leap in open space. Scarf long like a cheetah's tail, run in open space. 	Performs Locomotor Skills
Levels	<ul style="list-style-type: none"> Waive scarf at a high level, skip in open space. Waive scarf at a medium level, side-slide in open space. Waive scarf at a low level, walk in open space. 	Travels Demonstrating Low, Middle, and High Levels
Pathways	<ul style="list-style-type: none"> Hold scarf in front, draw a straight pathway in the air. Draw a curved pathway like a rainbow. Draw a zig-zag pathway. Now use each of these pathways to march in open space. 	Travels in 3 Different Pathways
Letters & Numbers	<ul style="list-style-type: none"> The scarf is a pen. Write the letters of the alphabet in the air. Write words from our word wall. Write numbers. Write the answers to math questions that I ask. 	Academic Integration
Tail Tag	<ul style="list-style-type: none"> Tuck scarf 2 or 3 inches into your belt loop or waistband. On the start signal, try to pull off others' tails without your tail being pulled. If you pull a tail, hand it right back to the person you pulled it from. They will do 5 jumping jacks and then get right back in the game. Start at a speed walk pace (can progress to a run). 	Demonstrates Locomotor Skills Using Mature Patterns
PART 2		
Toss & Catch	<ul style="list-style-type: none"> Experiment with different ways of tossing and catching 1 scarf (e.g., low/high, different body parts, spin and catch). Move to the rhythm of the music. 	Moves in Self-Space in Response to a Rhythm
Toss Two	<ul style="list-style-type: none"> Hold 1 scarf in each hand. Experiment with different ways of tossing and catching 2 scarves. Move to the rhythm. 	Moves in Self-Space in Response to a Rhythm
Partner Mirror	<ul style="list-style-type: none"> Face a partner. One partner is a performer, the other is a mirror. Emphasize slow and controlled movements. Move to the rhythm. 	Differentiates Between Self and General Space
Partner Lead	<ul style="list-style-type: none"> It's a 2 person parade. Line up and then follow the leader in the activity area. Waive each scarf like a flag. Move to the rhythm. On signal, change locomotor skills. 	Moves in General Space/Combines Locomotor Skills to a Rhythm
Partner Juggle	<ul style="list-style-type: none"> Face each other. Start with 1 scarf each. Both partners toss across to each other at the same time. Progress to 2 scarves each. Move to the rhythm. 	Moves in Self and General Space to a Rhythm
Group Juggle	<ul style="list-style-type: none"> In groups of 3 to 5, each student with 1 scarf. On start signal, toss to the student on your right. Quickly catch the scarf coming from your left, then repeat. Move to the rhythm. 	Moves in Self and General Space to a Rhythm

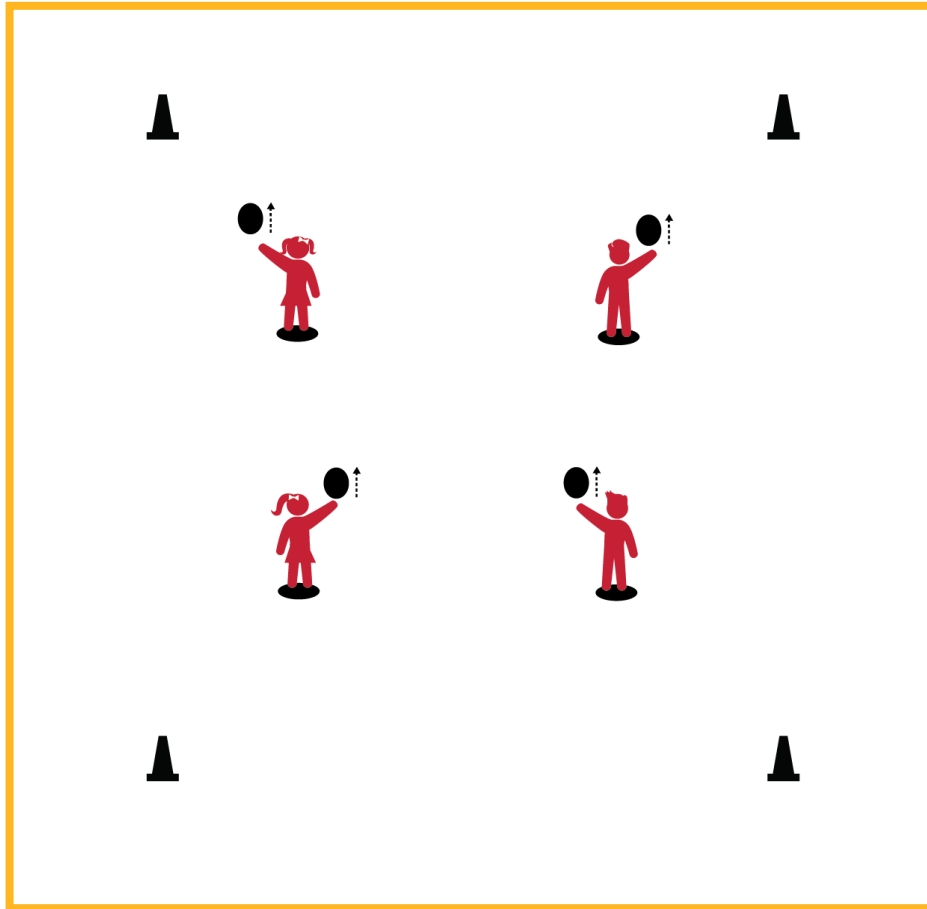


ACTIVE HOME PHYSICAL EDUCATION: VOLLEYING AND STRIKING K-2

Complete the activity with a friend or family member. Don't forget to log your daily physical activity time.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
My Learning Goals	I can control the force of my strikes when volleying and striking objects.	I can be accurate when striking an object toward a target.	I can control my movements while completing volleying activities in personal space.	I can apply light force while volleying with family members.	I can demonstrate the skills I've practiced throughout the week.
Today's Vocabulary	FORCE Strength or power used to move or control an object.	ACCURATE Successfully reaching an intended target.	CONTROL To manage or regulate the movement or actions of something.	LIGHT Using or applying small amounts of pressure or force.	PRACTICE To perform an activity or exercise regularly in order to improve or maintain skill.
Warm-Up Activity	Footloose (GoNoodle)	Fresh Prince (GoNoodle)	Jump (GoNoodle)	Kidz Bop Shuffle (GoNoodle)	You choose your favorite warm-up!
Learning Focus Activity	Activity 1: Volleying & Striking Keep It Up Can you keep a balloon, zip lock bag with air or sock ball in the air?	Activity 2: Volleying & Striking Bull's Eye Can you under volley balloon, zip lock bag with air or sock ball in a target (hoop or laundry bin)	Activity 3: Volleying & Striking Air Ball Can you keep a balloon, zip lock bag with air or sock ball in the air with a family member?	Activity 4: Volleying & Striking Paddle It Up Can you keep a balloon, zip lock bag with air or sock ball in the air with a paddle, magazine or book?	Activity 5: Choose Your Own Challenge Pick your favorite activity from the week.
Daily Movement Activity	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar
Refocus	Melting (GoNoodle)	Weather the Storm (GoNoodle)	Melting (GoNoodle)	Weather the Storm (GoNoodle)	Melting (GoNoodle)
Did I log my total activity time?	YES or NO?	YES or NO?	YES or NO?	YES or NO?	YES or NO?
How am I feeling today?	  	  	  	  	  

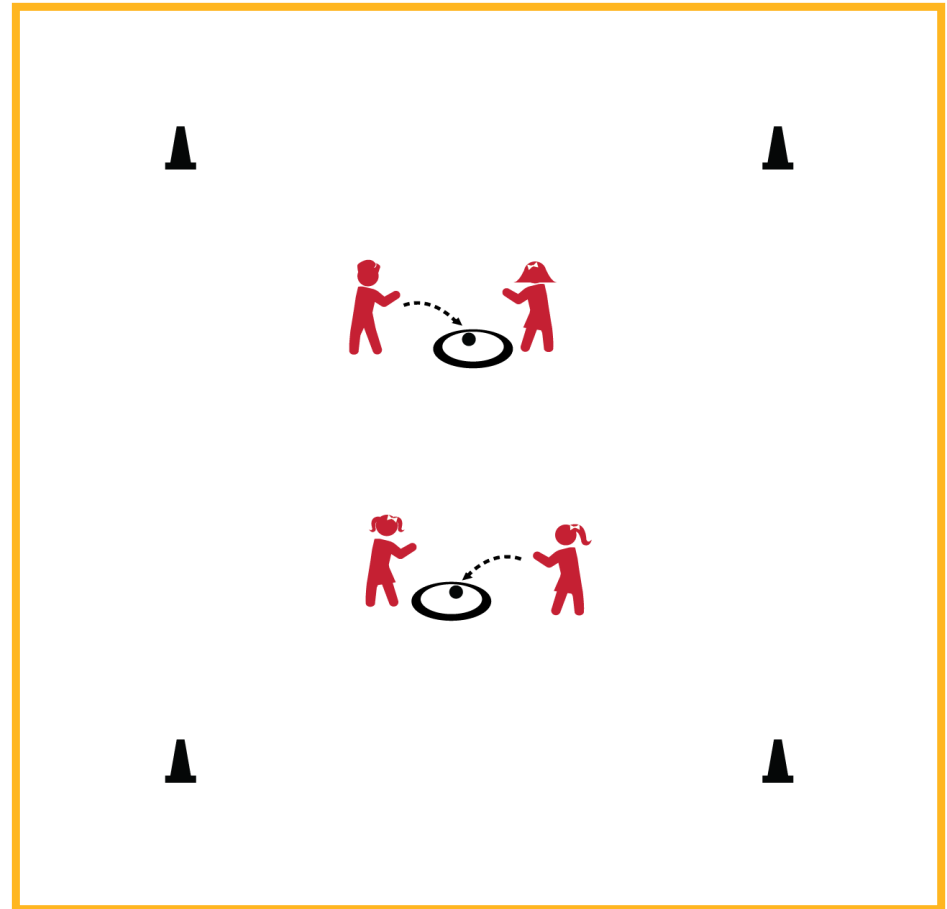
KEEP IT UP



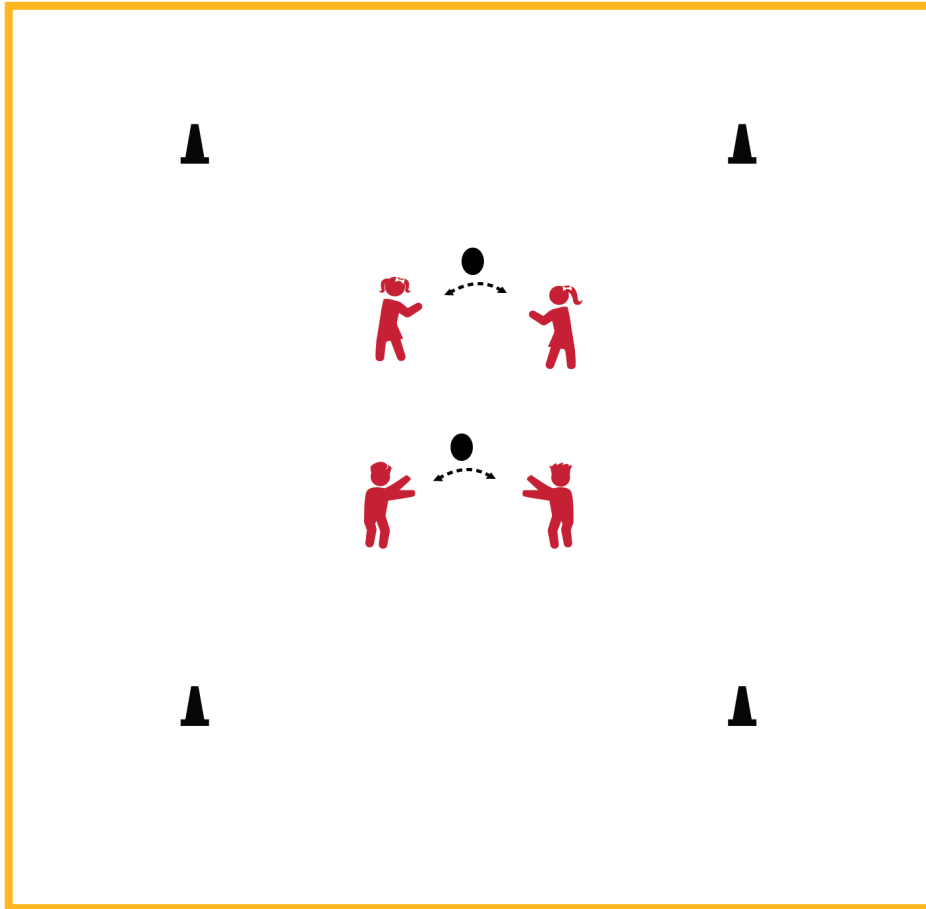
- 1.** Strike the balloon straight up with your palm.
- 2.** How many strikes can you make without the balloon hitting the floor?

BULL'S EYE

- 1.** Underhand serve the ball so that it lands in your hoop.
- 2.** Attempt 3 serves, then switch with your partner.



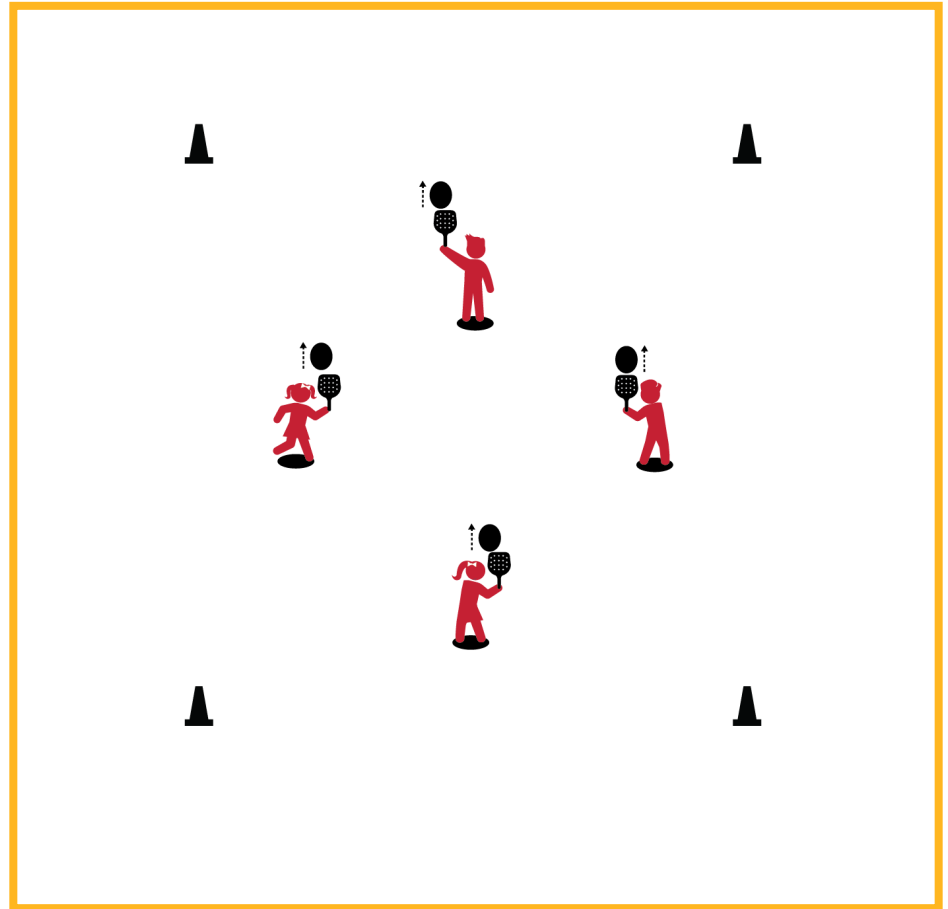
AIR BALL



- 1.** Work with your partner to keep the balloon in the air as long as you can.
- 2.** If the ball hits the floor, pick it up and start again.

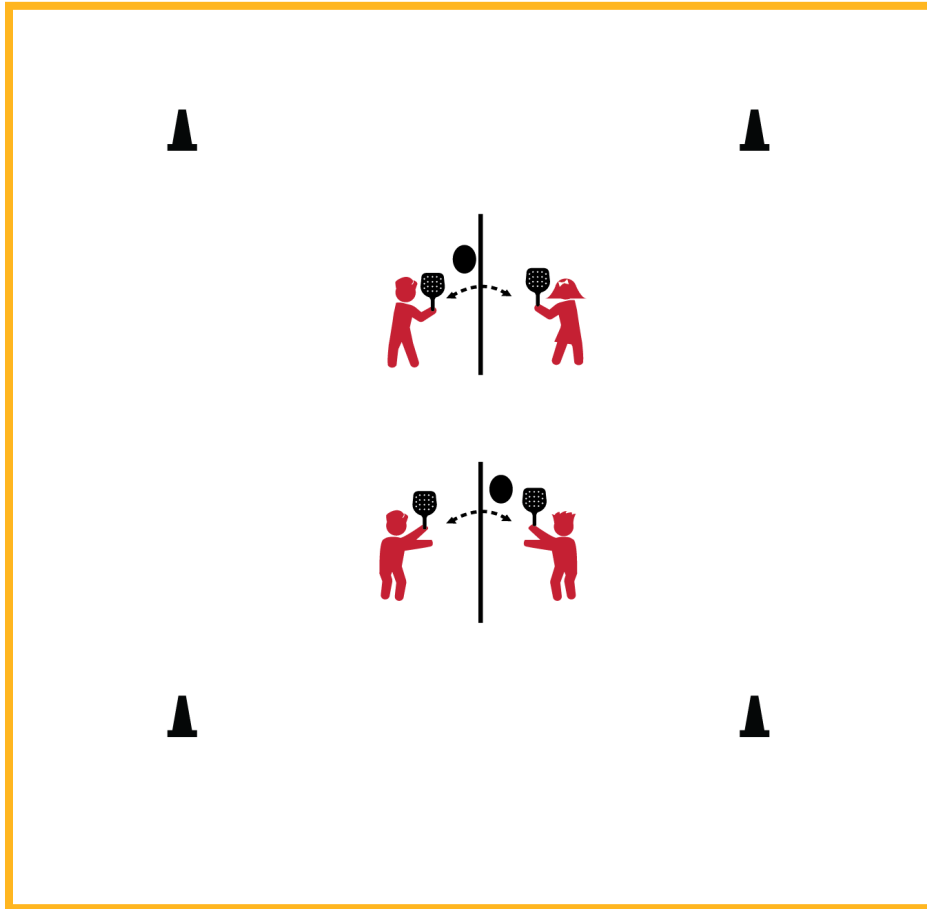
PADDLE IT UP

- 1.** Use a paddle to keep the balloon in the air.
- 2.** How many hits can you make without letting the balloon hit the ground?



NET BALL

w/paddle


















1. Work with your partner to send the balloon back and forth over the jump rope.

2. Take turns starting play with an underhand serve.



ACTIVE HOME PHYSICAL EDUCATION: GRADES K-2 SOCIAL DISTANCING (Charade Games)
 Complete the activity with a friend or family member. Don't forget to log your daily physical activity time.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
My Learning Goals	I will cooperate with my family member and follow the rules of Charades.	I will make my learning environment fun by using positive words with my family members.	I will take turns with my family member during Animal Charades.	I will demonstrate responsible play by following rules and completing all physical education tasks.	I will follow directions and complete the warm-up, movie charades game and refocus activity.
Today's Vocabulary	COOPERATION The process of working together for a common goal or outcome.	LEARNING ENVIRONMENT Any physical location where students gain knowledge or skill.	TAKE TURNS When two or more people do or use something alternately.	RESPONSIBILITY The state of having a duty or obligation.	FOLLOW DIRECTIONS To act according to a sequence of instructions in order to reach a goal or finish a task.
Warm-Up Activity	All Star (GoNoodle)	Twist & Shout (GoNoodle)	You Are What You Eat (GoNoodle)	Zap It (GoNoodle)	Banana Banana Meatball (GoNoodle)
Learning Focus Activity	Activity 1: Charade Games Perform the following station: Letter Charades	Activity 2: Charade Games Perform the following station: Word Charades	Activity 3: Charade Games Perform the following station: Animal Charades	Activity 4: Charade Games Perform the following station: Sports Charades	Activity 5: Charade Games Perform the following station: Movie Charades
Daily Movement Activity	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar
Refocus	Live In The Moment (GoNoodle)	Chin Up (GoNoodle)	Live In The Moment (GoNoodle)	Chin Up (GoNoodle)	Live In The Moment (GoNoodle)
Did I log my total activity time?	YES or NO?	YES or NO?	YES or NO?	YES or NO?	YES or NO?
How am I feeling today?	  	  	  	  	  

CHARADE GAME STATIONS

Notes to instructors:

The game of charades is a fun way for students to be creative, express themselves, and get a healthy dose of moderate physical activity. The games in this packet were designed for small to medium groups and can be played with a mix of ages. Each card includes ideas for charade topics. Encourage students to be appropriately creative and come up with their own topic ideas.

As with any game or activity resource, it's up to you to assess the needs and abilities of the students under your supervision. Modify this game as needed to meet the requirements of your space, group size, and age ranges.

The pages of this packet are designed to be used as station cards. The instructions can be read and explained by older and more mature students. However, we strongly recommend teaching each game to the group before allowing students to work independently.

Every page includes a reminder to practice safe social distancing. All of the games in this packet were designed to allow students to remain a minimum of 6 feet apart and *DO NOT* require them to use or share equipment.



Help everyone stay healthy with social distancing. Stand 6 feet from your friends and keep your hands in your own personal space.

CRAZY 8 EMOJI DANCE

Game Set-Up

- Get in groups of 4. Keep 6 feet apart while talking and dancing.
- Each group member chooses a different emoji from the list below.
- The adult activity leader will play some fun and appropriate dance music.

Game Instructions

- The object of the Crazy 8 Emoji Dance is for each member of a group to create an 8-count dance move that goes with the emoji they've chosen. Then the group will combine all of their individual 8-count dances into a 32-count dance routine.
- After your dance has been created, perform your dance for an audience. Remember, this is a charade game — don't use spoken words or sounds.
- When the dance routine performance is all finished, the audience will try to guess the four emojis that your group used to create the dances.

Emoji List



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LETTER CHARADES

Game Set-Up

- Designate 1 player to be the actor (the youngest goes first).
- All others are the guessers.
- Stand 10 feet away from the actor, with all guessers at least 6 feet apart.

Game Instructions

- The object of Letter Charades is for the guessers to call out the letter that the actor is demonstrating using movements.
- Actors cannot speak or make sounds — only movements.
- Choose a letter from the list below. You cannot choose a letter that has already been used in this game today.

Letter List

A C E F H I J K L O P Q T U V X Y



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WORD CHARADES

Game Set-Up

- Designate 1 player to be the actor (the oldest goes first).
- All others are the guessers.
- Stand 10 feet away from the actor, with all guessers at least 6 feet apart.

Game Instructions

- The object of Word Charades is for the guessers to call out the word that the actor is demonstrating using movements.
- Actors cannot speak or make sounds — only movements.
- Choose a word from the list below. Do not choose a word that has already been used in this game.
- Be creative! Can you think of a fun and appropriate word to act out? Share it with the adult activity leader (secretly!) and ask if you can use it when you're the actor.

Word List

Toothbrush

Car

Apple

Remote Control

Bubblegum

Popcorn

Bus

Airplane

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ANIMAL CHARADES

Game Set-Up

- Designate 1 player to be the actor (the person whose first name starts with a letter closest to Z goes first).
- All others are the guessers.
- Stand 10 feet away from the actor, with all guessers at least 6 feet apart.

Game Instructions

- The object of Animal Charades is for the guessers to call out the animal that the actor is demonstrating.
- Actors cannot speak or make sounds — only movements.
- Choose an animal from the list below. Do not choose an animal that has already been used.
- Be creative! Can you think of a fun and appropriate animal to act out? Share it with the adult activity leader (secretly!) and ask if you can use it when you're the actor.

Animal List

Bird

Cat

Dog

Fish

Giraffe

Horse

Rabbit

Spider

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SPORTS CHARADES

Game Set-Up

- Designate 1 player to be the actor (the person whose first name starts with a letter closest to H goes first).
- All others are the guessers.
- Stand 10 feet away from the actor, with all guessers at least 6 feet apart.

Game Instructions

- The object of Sports Charades is for the guessers to call out the sport that the actor is demonstrating.
- Actors cannot speak or make sounds — only movements.
- Choose a sport from the list below. Do not choose a sport that has already been used.
- Be creative! Can you think of a fun and appropriate sport to act out? Share it with the adult activity leader (secretly!) and ask if you can use it when you're the actor.

Sports List

Archery

Baseball

Basketball

Golf

Hockey

Horseracing

Soccer

Volleyball

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MOVIE CHARADES

Game Set-Up

- Designate 1 player to be the actor (the person whose first name starts with a letter closest to H goes first).
- All others are the guessers.
- Stand 10 feet away from the actor, with all guessers at least 6 feet apart.

Game Instructions

- The object of Movie Charades is for the guessers to call out the movie that the actor is demonstrating.
- Actors cannot speak or make sounds — only movements.
- Choose a movie from the list below. Do not choose a movie that has already been used.
- Be creative! Can you think of a fun and appropriate movie to act out? Share it with the adult activity leader (secretly!) and ask if you can use it when you're the actor.

Movie List

Coco	Finding Nemo	Frozen	Harry Potter
Spiderman	Lion King	Monsters Inc.	Toy Story








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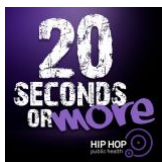


Grades K – 2: Walking Trail Day 1

Use the walking trail posters in this packet to create an at-home walking trail. You can make your trail indoors or outdoors. There are 5 walking trail signs to create 5 stations that you will visit on your Wonderful Walks.

All walks end at the Handwashing Station – make sure you wash for 20 seconds or more.

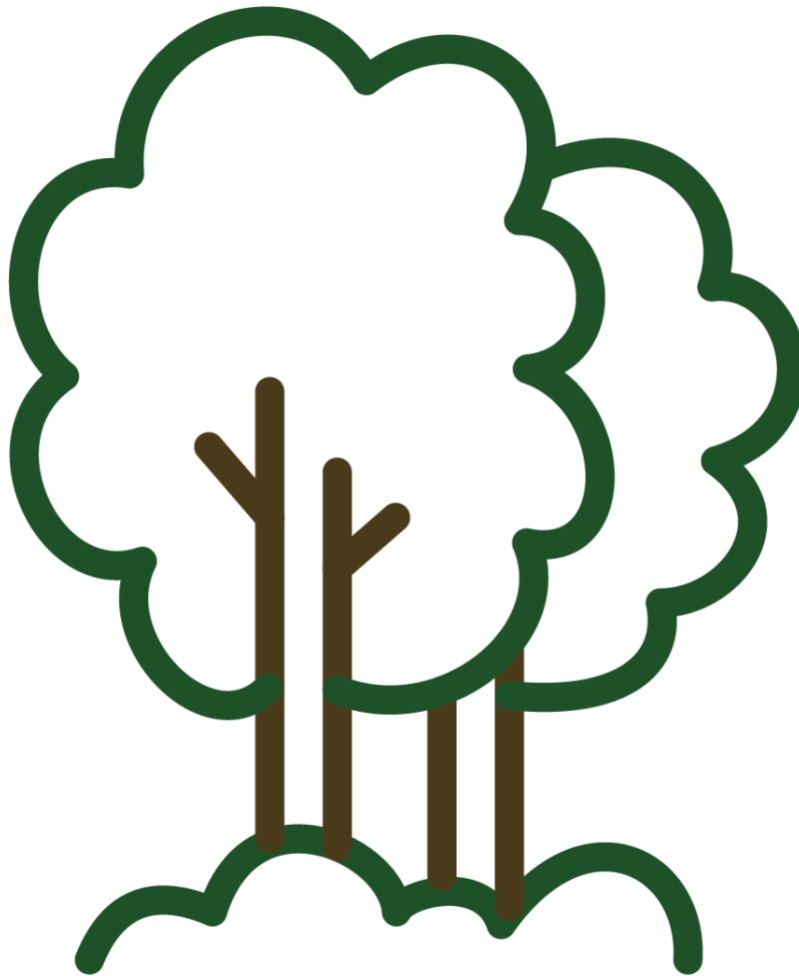
	<p>Station 1: The Forest</p> <p>Trees are amazing. They naturally filter the air that we breath and they're home to many creatures that we share the Earth with. If you're indoors, find a window with space for you to hang The Forrest Poster. Make sure there's enough space for you to move safely. If you're outdoors, find a real tree or a signpost that you can pretend is a tree, and make that your forest.</p>
	<p>Station 2: The Nest</p> <p>Lots of creatures build and live in nests. Birds, squirrels, and bees are a few examples of creatures that we know can build nests in the world around us. If you're indoors, hang this poster next to your bed and pretend that your bed is your nest. If you're outdoors, find a place to hang the poster where you'd like to see a creature build a nest. Make sure you hang it in a safe place.</p>
	<p>Station 3: The Mountain Trail</p> <p>Walking up a mountain trail can be really great exercise for your muscles and your heart. And mountain trails can have spectacular views of the lands around it. If you're indoors, hang this poster next to a place in your home that has a picture that you like. It could be a picture of a friend, family member, or a special place. It can also be a painting or piece of art that you really like looking at. If you're outdoors, find a place with a view that you enjoy. This is the start of your mountain trail.</p>
	<p>Station 4: The Bridge</p> <p>Bridges can help us travel over an obstacle. The obstacle might be water, a giant ditch or a busy road. Bridges have to be strong in order to keep us safe. If you're indoors, hang this poster in a place with enough room for you to make a bridge with your body. If you're outdoors, find a place that is safe for you to move and play in.</p>
	<p>Station 5: The Handwashing Station</p> <p>Every time we go out and explore our world on a wonderful walk, we need to stop and wash our hands. Washing our hands for 20 seconds or more will wash germs down the drain and keep our family and friends safe. Hang this poster next to a sink where you can wash your hands. If you can, listen to the song <i>20 Seconds or More</i> while you wash the germs away.</p>



20 Seconds or More, was created by Hip Hop Public health to empower youth and families with the right information, tools and resources to help mitigate the spread of COVID-19.



Station 1: The Forest



Day 1: Build the Trail – Hang your posters in safe places. Get help from a grown-up and talk about why you chose each of the spots where you’re hanging each poster.

Day 2: Hold Tree Pose for 20 seconds or more.

Day 3: Show a family member or friend Tree Pose. Then, hold the pose together for 20 seconds or more.

Day 4: If you were a tall and strong tree what would you look like? Create your own “Tree Pose” and hold it for 20 seconds or more.

Day 5: Show a family member or friend the Tree Post that you created. Then hold the pose together for 20 seconds more.



[20 Seconds or More](https://20secondsormore.org), was created by Hip Hop Public health to empower youth and families with the right information, tools and resources to help mitigate the spread of COVID-19.



Station 2: The Nest



Day 1: Build the Trail – Hang your posters in safe places. Get help from a grown-up and talk about why you chose each of the spots where you’re hanging each poster.

Day 2: A nest is a place where creatures feel safe. Sit or stand at this station and breathe deeply. Inhale slowly and count to 7. Exhale slowly and count to 11. Repeat 3 times.

Day 3: Show a family member your nest and teach them the breathing exercise. When you’re done with the exercise, share 1 thing that you are both grateful for.

Day 4: Complete the breathing exercise. Today when you finish the exercise, think of 1 thing that you are grateful for and whisper it to yourself.

Day 5: Show a family member your nest and do the breathing exercise together. When you’re done, tell your family member what you like about your nest.



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Station 3: The Mountain Trail



Day 1: Build the Trail – Hang your posters in safe places. Get help from a grown-up and talk about why you chose each of the spots where you’re hanging each poster.

Day 2: Hold Mountain Pose for 20 seconds or more.

Day 3: Show a family member or friend Mountain Pose. Then, hold the pose together for 20 seconds or more.

Day 4: If you were a giant mountain what would you look like? Create your own “Mountain Pose” and hold it for 20 seconds or more.

Day 5: Show a family member or friend the Mountain Post that you created. Then hold the pose together for 20 seconds more.



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Station 4: The Bridge



Day 1: Build the Trail – Hang your posters in safe places. Get help from a grown-up and talk about why you chose each of the spots where you’re hanging each poster.

Day 2: Hold a Bridge Pose for 20 seconds or more.

Day 3: Show a family member or friend Bridge Pose. Then, hold the pose together for 20 seconds or more.

Day 4: If you were a strong bridge what would you look like? Create your own “Bridge Pose” and hold it for 20 seconds or more.

Day 5: Show a family member or friend the Bridge Post that you created. Then hold the pose together for 20 seconds more.



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Station 5: The Handwashing Station



Every Day:

- Washing our hands for 20 seconds or more will wash germs down the drain and keep our family and friends safe.
- If you can, listen to the song 20 Seconds or More while you wash the germs away. It's okay to do a little dance while you wash!



[20 Seconds or More](#), was created by Hip Hop Public health to empower youth and families with the right information, tools and resources to help mitigate the spread of COVID-19.



Strike a Pose

Here are examples of poses that you can make during your Wonderful Walks.

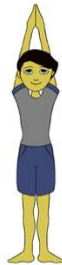
TREE



NEST



MOUNTAIN



BRIDGE



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INVISIBLE DUMBBELL FITNESS STATIONS

Notes to instructors:

Help students work on muscular fitness without the heavy lifting! These cards are designed to be set up in station format with small groups of students working at each station. Time each station interval for 30 seconds to 2 minutes. Students perform the exercise on the card and then rotate to the next station.

As with any game or activity resource, it's up to you to assess the needs and abilities of the students under your supervision. Modify these activities as needed to meet the requirements of your space, group size, and age ranges.

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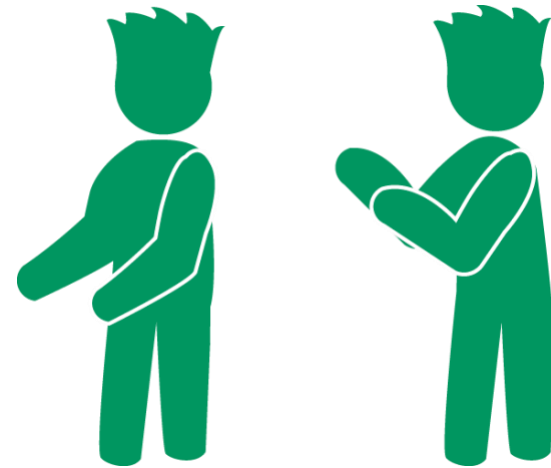
Every page includes a reminder to practice safe social distancing. All of the exercises in this packet were designed to allow students to remain a minimum of 6 feet apart and *DO NOT* require them to use or share equipment.



Help everyone stay healthy with social distancing. Stand 6 feet from your friends and keep your hands in your own personal space.

INVISIBLE DUMBBELL BICEPS CURL

- Stand tall, feet shoulder-width apart, holding invisible dumbbells at your hips.
- Curl both invisible dumbbells up toward your shoulders.
- Lower your arms and repeat.



Muscle Focus: Biceps

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INVISIBLE DUMBBELL DUMBBELL CRUNCH

- Lay on your back with your knees bent, holding the invisible dumbbell on your chest.
- Slowly curl your head and shoulders up, and then lower back down to the starting position.



Muscle Focus: Rectus Abdominis

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Help everyone stay healthy with social distancing. Stand 6 feet from your friends and keep your hands in your own personal space.

INVISIBLE DUMBBELL DUMBBELL LUNGES

- Stand tall, holding the invisible dumbbells down at your sides.
- Step with your right foot until your right thigh is parallel to the floor (left leg stays in place).
- Push back up into the starting position.
- Repeat with your left leg.



Hamstrings, Quadriceps

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Help everyone stay healthy with social distancing. Stand 6 feet from your friends and keep your hands in your own personal space.

INVISIBLE DUMBBELL DUMBBELL PLANK ROWS

- Start in plank position.
- Shift your weight to your left arm, and then pull an invisible dumbbell up to your shoulder with your right arm.
- Lower back to plank position. Repeat with the other side.
- Count 1 rep every time you complete a row with your left arm.



Muscle Focus: Pectoralis, Biceps

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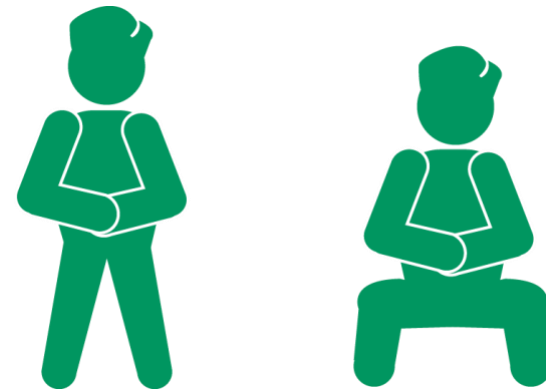
MOVEMENT
MADE FOR NOW



Help everyone stay healthy with social distancing. Stand 6 feet from your friends and keep your hands in your own personal space.

INVISIBLE DUMBBELL DUMBBELL SQUATS

- Stand tall, feet wider than shoulder-width, holding the invisible dumbbell with both hands at the center of your chest.
- Squat down, keeping your knees above your toes, and then stand back up to the starting position.



Muscle Focus: Quadriceps, Gluteus Maximus

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US Games

MOVEMENT
MADE FOR NOW

Help everyone stay healthy with social distancing. Stand 6 feet from your friends and keep your hands in your own personal space.

INVISIBLE DUMBBELL DUMBBELL TRICEPS PUSH

- Feet shoulder-width apart. Bend forward. Back straight, upper body parallel to floor.
- Invisible dumbbell in your right hand. Elbow close to your body and your arm bent at a right angle.
- Keeping elbow in place, push back. Extend arm until it's straight. Slowly return to starting position.



Muscle Focus: Triceps

OPEN[®]

US Games

MOVEMENT
MADE FOR NOW 

Help everyone stay healthy with social distancing. Stand 6 feet from your friends and keep your hands in your own personal space.

THE DANCE PARTY

ACTIVITY GOALS

- I will demonstrate cooperation and positive communication while creating a group dance.

ACTIVITY SET-UP & PROCEDURE

Equipment:

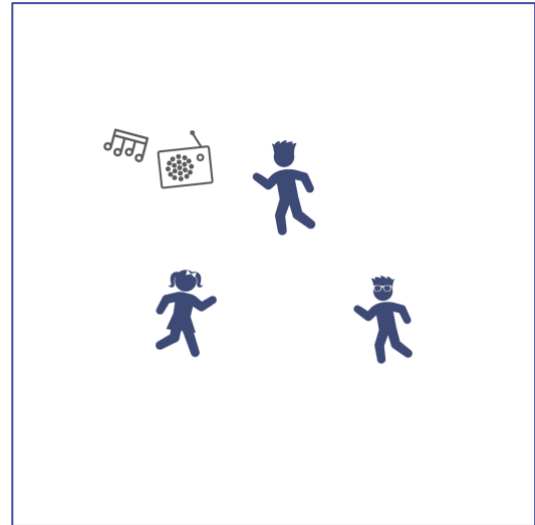
- Dance Cards
- Upbeat, fun music and music player

Set-Up:

- Create a safe space large enough to dance with friends.
- Get your music ready!

TEACHING TIPS

- Stay Inside Boundaries
- Blindfolds are Optional
- Think Safety First



Activity Procedures:

- It's time for a dance party!!! You're going to make this party ROCK by creating your very own dance.
- You'll create a dance for 8 counts (beats) using the Dance Card to give you movement ideas.
- Now it's time to practice! Start the music and let everyone perform their dance moves at the same time!
- Then, let's put our moves together. First, your friend will perform her/his dance for 8 counts. Next, you'll take a turn and perform yours. Continue through all of your friends' moves.
- Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance!

Tips:

- Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.

- Healthy Lifestyle:** Remember to eat at least 5 portions of fruit and veggies every day! It's easier than it sounds. Why not slice some banana over your breakfast cereal or reach for a piece of fresh fruit for your mid-morning snack?! Keep in mind, unsweetened 100% fruit juice, vegetable juice, and smoothies can only count as 1 of your 5 servings each day. For example, if you have 2 glasses of fruit juice and a glass of vegetable juice, that still only counts as 1 serving of fruit and veggies. Limit the amount of juice you drink; eat fresh fruits and drink water instead.

ACTIVITY CARDS

Pop See Ko

Conversation Sheet

Partner 1: Hey (name of person)!

Partner 2: Hey what?!

Partner 1: Are you ready?!

Partner 2: For what?!

Partner 1: To POP!

Partner 2: POP what?!

Partner 1: POP SEE KO!!!

Partner 2: My hands are high, my feet are low, and this is how I Pop See Ko!

Partner 2 makes up a dance and both partners (or group) sing: "Pop See Ko, Pop Pop See Ko, Pop See Ko, Pop Pop See Ko!"

ACTIVITY CARDS

Moving 8s

Upper Body Movements:

- ✓ Clap Hands Together
- ✓ Snap Fingers
- ✓ Head Nods
- ✓ Shoulder Shrugs
- ✓ Wave Arms Above Your Head
- ✓ Sway from Side to Side

Lower Body Movements:

- ✓ Stomp
- ✓ March
- ✓ Jump
- ✓ Hop
- ✓ Lift Alternating Knees
- ✓ High Knees
- ✓ Kick

Combination Movements:

- ✓ March, Moving Arms and Legs
- ✓ Clap your Hands and Stomp your Feet
- ✓ Jump Up and Down with Your Hands in the Air
- ✓ Stomp Your Feet and Wave Your Arms
- ✓ Lift Alternating Knees and Snap Your Fingers with the Same Hands

Pathways:

- ✓ Straight
- ✓ Curved
- ✓ Zigzagged

Directions:

- ✓ Forward
- ✓ Back
- ✓ Clockwise in a Circle
- ✓ Counterclockwise in a Circle
- ✓ Right
- ✓ Left

Levels:

- ✓ High
- ✓ Medium
- ✓ Low

ACTIVITY CARDS

Simple Little Dance

Music Cues	Student Response
"First clap your hands.."	Students clap 3 times.
"Then stomp your feet..."	Students stomp 3 times.
"Turn around..."	Students turn around 1 time.
"And touch your toes..."	Students bend and touch their toes.
"Pull your ears..."	Students pull their ears with their hands 3 times.
"And flap your arms..."	Students flap their arms 3 times.
"Stretch up high..."	Students stretch their arms high above.
"And all fall down..."	Students fall down to the floor (gently).
"Clap your hands, stomp your feet, turn around, touch your toes, pull your ears, flap your arms, stretch up high, and all fall down. It's a very simple dance to do!"	Students end the song by doing all eight cued movements (as directed by the song).

ACTIVITY CARDS

The Dancing Duke of York

Music Cues	Student Response
"There was a Duke of York, he had ten thousand men."	Students march in place in a slightly crouched position.
"He marched them up the hill..."	Students begin to march around the designated area, lifting their heads/bodies so they are fully erect.
"...and he march them down again."	Students march in a slightly crouched position again.
"And when you're up, you're up,"	Students quickly march in an erect position again.
"...and when you're down, you're down,"	Students quickly march in a fully crouched position.
"...and when you're only halfway up..."	Students march with their bodies halfway between erect and fully crouched.
"...you're neither up nor down!"	Students quickly move to the full erect position and then back down to the fully crouched position.

ACTIVITY CARDS

The Hokey Pokey

Music Cues	Student Response
Right/left [body part] in	Put right/left [body part] inside of the circle.
Right/left [body part] out	Put right/left [body part] outside of the circle.
Right/left [body part] in and shake it all about	Put right/left [body part] inside the circle and shake it for 3 counts (counts 5-6-7, to the rhythm of "shake it all about").
Do the hokey pokey and turn yourself about	Raise your hands and index fingers by your head and move them side to side as you turn all the way around.
That's what it's all about	Clap your hands to the rhythm as you repeat, "That's what it's all about."

Note: Most versions of the Hokey Pokey include these body parts: feet, hands, hips, shoulder, head, bottoms, and whole body.

ACTIVITY CARDS

The Birdie Dance

Music Cues	Response
Counts 1-4 (Cheep) "I don't want to be a chicken"	The teacher leads the students by shaping her/his hands into bird beaks and "cheeping" (opening and closing her/his fingers and thumbs) 4 times with the rhythm of the song.
Counts 5-8 (Flap) "I don't want to be a duck"	The teacher leads the students by shaping her/his arms into bird wings and flapping them 4 times with the rhythm of the song.
Counts 9-12 (Wiggle) "So I shake my rump"	The teacher leads the students by bringing her/his arms to the body with elbows bent at a 90-degree angle and then wiggling from side to side as the body is lowered (like "the twist").
Counts 13-16 (Clap)	The teacher leads the students by standing back up straight and clapping her/his hands 4 times to the rhythm of the song.
<i>This 16-count sequence is repeated 3 times.</i>	
Bridge (first 16 counts)	Students skip around the room, moving as a large circle to the right. They clap on the 16th count.
Bridge (second 16 counts)	Students turn to face the opposite direction (left) and skip around the room, moving in a large circle to the left.
<i>The entire routine repeats from the beginning.</i>	

Note: If the group is small enough, students can make a "hand star" (place their hands into the middle of a circle, one on top of the other) while they skip in a circle.

ACTIVITY CARDS

Sitting Square Dance

Teacher Says:	Student Response
"Everybody clap your hands..."	Students clap their hands to the rhythm of the music.
"Everybody tap your knees..."	Students tap their knees with their hands to the rhythm of the music.
"Make your shoulder go up and down..."	Students move their shoulders in an up and down motion to the rhythm of the music.
"Make your shoulder go forward – around and around..."	Students move their shoulders in a forward circular motion to the rhythm of the music.
"Now go backward – the other way back."	Students move their shoulders in a backward circular motion to the rhythm of the music.
"Shake hands with a neighbor..."	Students shake a neighbor's hand.
"Shake hands with another neighbor..."	Students shake another neighbor's hand.
"All join hands and circle right..."	Students join hands with their neighbors and move their arms as if they were circling to the right.
"Now circle left, go the other way back."	Students pretend to circle to the left.
"Go into the center with a whoop and a shout."	Students raise their arms and pretend to move into the center and shout.
"Now come back out!"	Students lower their arms and pretend to move back out from the center.

Additional Movements

Swing your Lasso – Right Hand	Students raise their right hand in the air and pretend they are swinging a lasso above their heads in a circular motion.
Swing your Lasso – Left Hand	Students raise their left hand in the air and pretend they are swinging a lasso above their heads in a circular motion.
"Ride your horse."	The students sit in a "v-sit" and move both their hands and feet up and down together like they are holding the reins.

ACTIVITY CARDS

Kinderpolka Activity Card

German Polka Dance
Music by Denise Gagne & Carmen Bryant [[iTunes Link](#)]

Movement Name	Movement Description	Counts
Slide and Stomp (1st Time)	Step and slide in (toward the center of the circle)	1-2
	Stomp feet L R L	3-&-4
	Step and slide out (away from the center of the circle)	5-6
	Stomp feet R L R	7-&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Pat Your Thighs	Pat your thighs 3 times with both hands	1-&-2
	Clap both hands with your partner	3-&-4
	Repeat	5-&-6-7-&-8
Wave your finger and turn around	Wave your finger at your partner with your R hand and say "Nya Nya Nya"	1-&-2
	Wave your finger at your partner with your L hand and say "Nya Nya Nya"	3-&-4
	Turn around once	5-6
	Join hands with your partner	7-8
SUPERCHARGE THE MOVES!		
Slide and Jump (1st Time)	Step and slide in (toward the center of the circle)	1-2
	Jump 3x	3-&-4
	Step and slide out (away from the center of the circle)	5-6
	Jump 3x	7-&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Pat Pat Pat Jumping Jack	Jumping Jacks (Arms up on 1 & Down on 2)	1-2
	Clap both hands with your partner: palm, back of your hand, palm	3-&-4
	Repeat	5-6-7-&-8
Wave your finger and join new partner	Wave your finger at your partner with your R hand and say, "You are awesome!"	1-&-2
	Wave your finger at your partner with your L hand and say, "You are awesome!"	3-&-4
	Pass your partner on your right shoulder side	5-6
	Join hands with your partner	7-8

ACTIVITY CARDS

The Mexican Hat Dance Activity Card








Mexican Cultural Dance
Music

Movement Name	Movement Description	Counts
Part 1: Heel Jumps	Jump and touch heels to the ground inside hoop or spot L R L	1-2-3
	Clap hands twice	&-4
	Jump and touch heels to the ground inside hoop or spot R L R	5-6-7
	Clap hands twice	&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Part 2: Skips, Gallops, or Slides	Skip, gallop, or slide to the L	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Turn around and prepare to move in the other direction.	7-8
	Skip, gallop, or slide to the R	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Turn to face your partner and prepare for the next movement.	7-8
SUPERCARGE THE MOVES!		
Part 1: Squat Up and Down	Squat Down, Stand Up, Squat Down	1-2-3
	Clap hands twice	&-4
	Stand Up, Squat Down, Stand Up	5-6-7
	Clap hands twice	&-8
	Repeat	1-2-3-&-4-5-6-7-&-8
Part 2: Plank and Crab Kicks	Hold a Plank	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Transition to a crab kick position	7-8
	Crab kicks (stomach flat and bottom up)	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Stand up, turn to face your partner, and prepare for the next movement.	7-8

ACTIVITY CARDS

The Goldfish Dance

Lyrics:	Movements:
"Lots of little fish were sleeping on a rock in the bottom of the ocean."	Students pretend to sleep on their own individual spots or on the edge of 1 large circle
"They lifted up their heads, and they shook out their tails, and they said, let's go swimming..."	Students pick up their heads and sit up. When the music cues them to go swimming, they move around the room and move their arms to pretend to swim
"But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap."	Students return to their spot or circle, lay down, and pretend to sleep.
"And when they woke up, they were a little bit dirty, so they decided to take a shower. So they washed..."	Follow lyrics of the song to pretend to wash different body parts.
"And then they said, 'Wait a minute, we're fish, we don't take showers!'"	Students put their hands on their hips and repeat the lyrics with the music.
Let's go swimming...	Students pretend to swim around the room.
"But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap."	Students return to their spot or circle, lay down, and pretend to sleep.
"And when they woke up, they decided to brush their teeth."	Students stand up, put out their finger like a tooth brush, and follow the lyrics, pretending to brush their teeth.
"And then they said, 'Wait a minute, we're fish, we don't brush our teeth!'"	Students put their hands on their hips and repeat the lyrics with the music.
Let's go swimming...	Students pretend to swim around the room.
"But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap."	Students return to their spot or circle, lay down, and pretend to sleep.
"And when they woke up, they decided to ride their bicycles. So they rode."	Follow lyrics of the song, pretending to ride a stationary bicycle on their spot or on the circle.
"Let's go swimming..."	Students pretend to swim around the room.
(Music slows down, which is a prompt for them to come back and have a seat at their spot or on the circle.)	Students sit down; the song is finished.

NAME: _____		How many can you do in 100 seconds?
Home Room Teacher: _____		
1. 	Jumping Jacks	
2. 	Sit-Ups	
3. 	Hops	
4. 	Toe Touches	
5. 	Push-Ups	
6. 	Step-Ups	
7. 	Jump Rope	



Sports Challenge!



Word and Picture Memory Game



Basketball



Basketball
Hoop

Baseball



Baseball
Bat



Soccer Ball



Soccer
Cleats

Hockey
Stick



Hockey
Puck



Bowling
Ball



Bowling
Pins

BE ACTIVE KIDS®

Food Cards

Be Active Kids offers 44 different food cards with foods from each of the food groups. These cards can be downloaded and printed for you to use with children at home or in the classroom. There are many ways to use the food cards, but we like to use them to help our friends learn more about the importance of healthy eating and how to be physically active.

When you download the foods cards, they will be blank on the back. Please check our website for the following list options of what to write on the back of the cards:

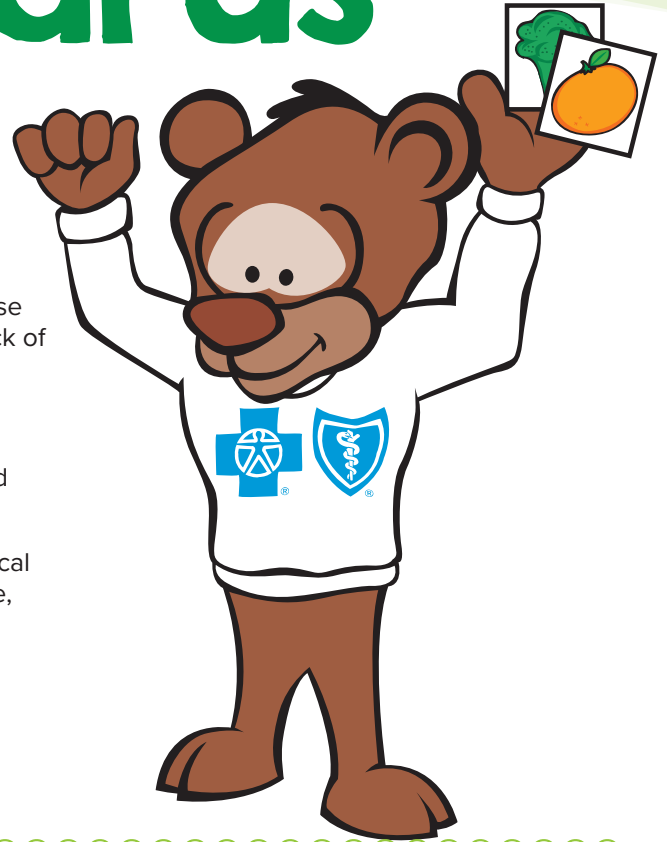
Option 1: Different activities related to the food pictured

Option 2: Specific activities that will help develop a child's motor skills and movement concepts.

Option 3: Curricular concepts that will help the children to integrate physical activity into learning. (ex. Shapes, colors, numbers, letters, or even science, STEM or other curricular concepts)

Tips for printing and using food cards:

- Print on thick cardstock
- Cut food card sheets into individual food cards
- Laminate food cards



6 Ways to Use Be Active Kids Food Cards (blank back):

1 Go – Slow – Whoa: Set out 3 rings; green, yellow, red. Scatter the cards around the room. Have the children pick-up a card and use a locomotor skill* to place the card into one of the colored rings. If the food is something the child can have just about any time, it is a “go” food. “Go” foods should be placed in the green ring. If the food is something the child can have sometimes, it is a slow food. “Slow” foods should be placed in the yellow ring. If the food is something that the child can have sparingly or once in a while, it is a “whoa” food. “Whoa” foods should be placed in the red hoop. Once all foods have been placed in a hoop, talk about where and why the foods were in that hoop. Help the children to understand the importance of eating healthy

Foods that are “go” foods are your healthy fruits and veggies. “Slow” foods are those foods that you can have sometimes like breads, juice, etc. “Whoa” foods are items such as candy, soda and chips. You can also print out or cut from magazines additional foods such as candy, soda, etc. to include “Whoa” foods, as the food cards are considered “Go” or “Slow” foods.

You could also print out other “Whoa” foods from the internet or magazines since most of the food cards display mainly healthy foods. (ex. candy, soda, chips, etc)

(For more information on using “Go, Slow, Whoa” visit kidshealth.org.)

2 Food Groups: Designate each corner to be one of the food groups. Scatter the cards around the room. Designate a corner to be the fruit and vegetables corner, the dairy corner, the meat and protein corner, and one to be the bread corner. Give children a short amount of time to classify each of the foods. Once they have classified the food, they will need to place the cards in the corner with their corresponding food groups. The class is trying to beat the clock. Once the activity is over, gather the cards and the class and talk about the cards in each of the corners.

You can also vary this activity by having designated areas (hoops, bins, boxes) for each food type (vegetables, fruits, meats/proteins, grains, dairy)

3

Target Food: Punch a hole in each food card. Use string to hang the cards from the ceiling (tree limb or fence if outside) to use as targets. Have children throw paper balls at their favorite drink, favorite vegetable, favorite fruit, etc. They could also be asked to throw a paper ball at a certain food group, color food, etc.

4

Make your Plate: Scatter them around the room. Place the children into teams and give each team a hoop. Once all cards are scattered and the teams have hoops, the teams will run around the room to grab food cards that will create a healthy meal. Kids will need about a minute to do this. Discuss the meals they have created and why it is healthy. (For more information on healthy plate ideas visit myplate.gov.)

5

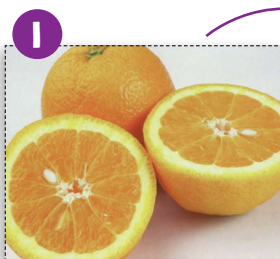
Musical Foods: Place the cards in a circle. Each child and teacher will stand on a card. Music will begin and everyone will begin to move around the circle. When the music stops, the teacher will select a child to talk about the food they are on. When the music starts again, everyone will use a different locomotor skill* to move in a different way.

6

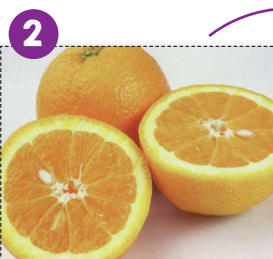
Look at that Food: Adhere food cards to the floor or the lower portion of the walls. This will provide a visual stimulus for infants during tummy time and later in development as they begin to crawl, pull-up to standing. Providers could also use songs about foods to describe what the children are seeing as they interact with the infants.

Two different sets
of food card
activities online:

1. food-related
2. fitness



Oranges
Pretend to pick oranges from high up in the trees. Then, have the children stack them in the box and stack the boxes.
(Orange Harvest)



Skip

5 Ways to Use *Be Active Kids* Food Cards with Activities

1

Begin by placing all the cards in a hat or bucket. Have each student walk over and choose a card. Once a student use a locomotor skill to come over to chooses a card, the teacher will read what is on the card and the entire class will do the activity. Allow enough time so that all of the students in the class have time to choose a card.

2

Scatter all food cards around the room. Choose one of the children to toss a hoop around some of the cards. The teacher will then gather the cards and the class will do the activities on the back of the cards.

3

Use the cards to create different circuits for the kids. Place a few cards in each of the centers and allow the children to go to the centers and choose a card. Everyone in the class will do the activity chosen by the children in the center.

4

The teacher will call out a color and the children will gather all the food cards that have foods of that color. The children will walk, run, skip, hop, lunge, or whatever to the teacher to give him/her the cards. The students will then perform the locomotor skill* announced by the teacher.

5

Scatter all food cards around the room to facilitate the “Let’s Make a Healthy Pizza” activity from the *Be Active kids* Movement Guide (page 101). Children take one “topping” at a time over to the pizza making area and follow the movement cue on the back of the card to get there. Some foods cards may become “toppings” while others are used for other meal creations. Have fun and let the children be creative. The Movement Guide Activity is on page 101 of your Movement Guide or can be found on the *Be Active Kids* website at “Let’s Make a Healthy Pizza.”



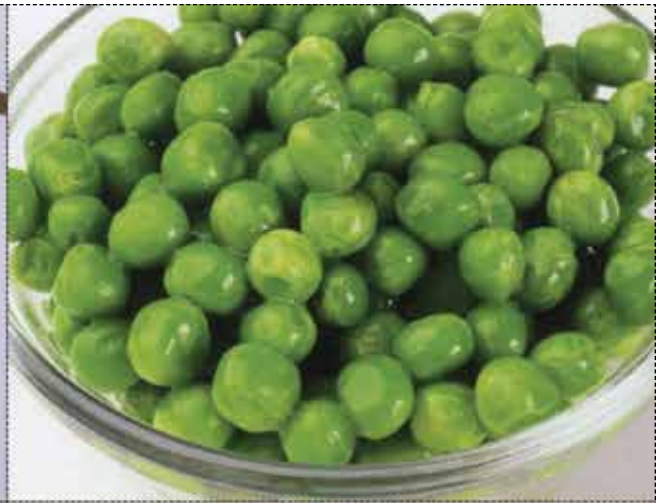
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www.beactivekids.org





**Act like
Swing the monkey**

**Bend and
touch your toes**

March in place

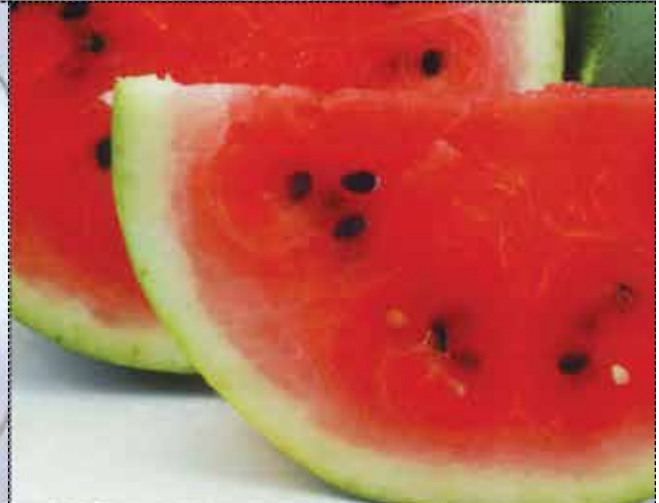
Jump like a frog

Skip

**Waddle like
a penguin**

Twirl

**Crawl like a
caterpillar**



**Fly like
Glide the bird**

**Bear walk for
Blue the caring cub**

**Run in place
like Dart the dog**

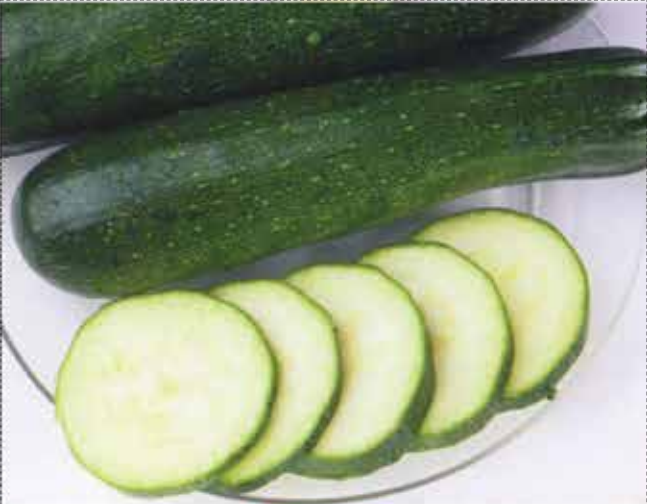
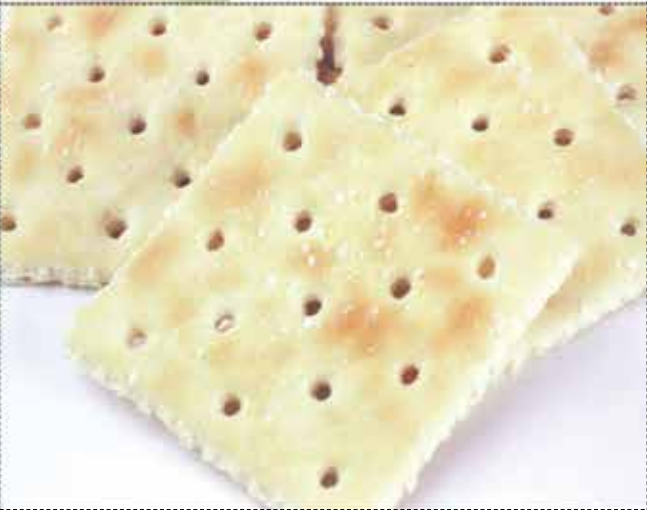
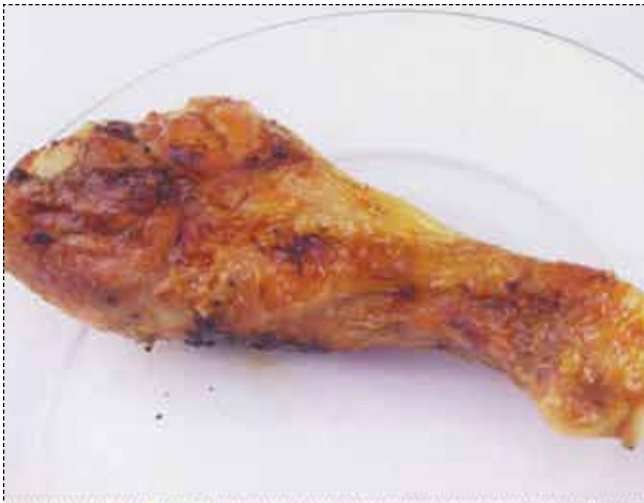
**Jump up with
feet together**

**Tip-Toe through
the tulips**

**Stretch with both
arms up to the sky**

Walk backwards

**Stomp like
a dinosaur**



**High knee
to the other side
of the room**

Hop on one foot

**Slide stride
to the left**

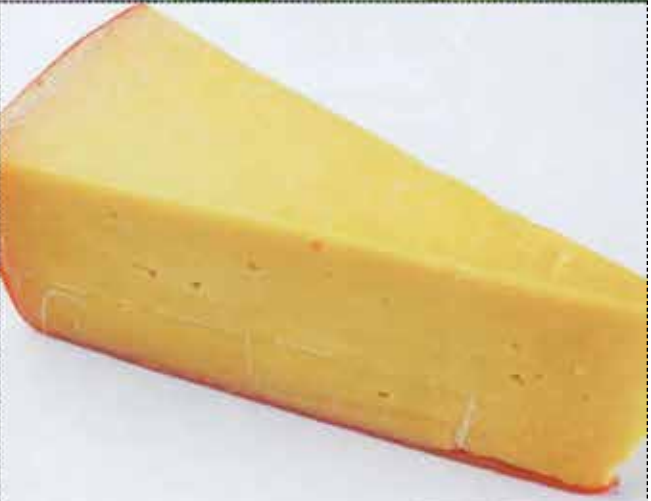
**Leap from
spot to spot**
(jumping off one foot and
land on the other foot)

**Slide stride
to the right**

**Pretend to be
a leaf flying
in the wind**

Do a silly dance

**Walk an
imaginary
tightrope**



Do 5 crunches

**Lay down
and put arms
by side and
do a log roll**

Squat 10 times

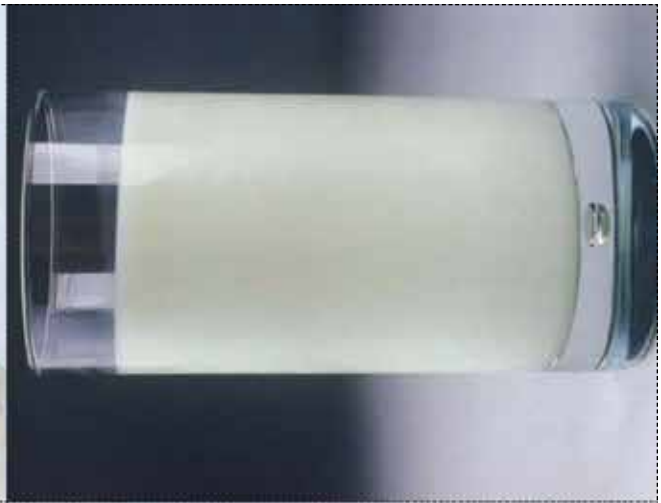
Walk like a duck

**Pretend you are
hula hooping**

**Dog paddle
like Dart the dog**

**Jump front
to back with
feet together**

**Do little
arm circles**



Do “The Floss”

Gallop like a horse

**Shake like
a wet dog**

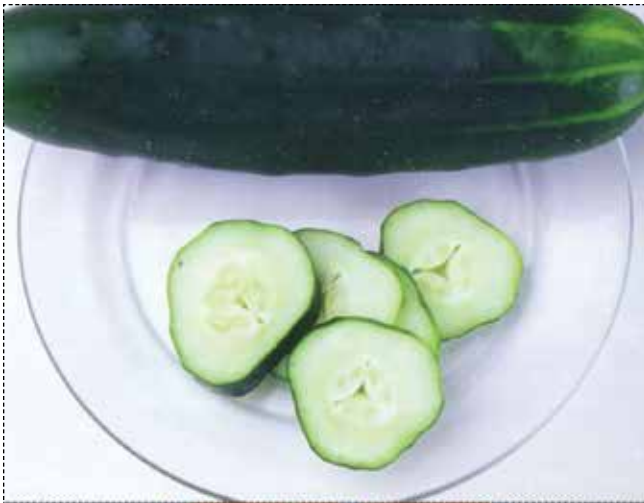
**Spin like
a ballerina**

**Move your feet
up and down
as fast as you can**

**Do some
“jump-n-jacks”**

Do big arm circles

**Give yourself
a hug**



**Crab walk
to the other side
of the room**

**Jump side-to-side
feet together**

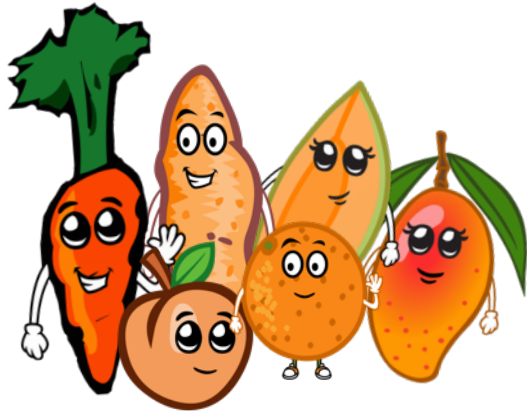
**Bunny jump
like Leap**

Do 5 push ups

Matching Color and Foods Activity Worksheet

Did you know that fruits and vegetables come in many colors? Color your plate with your favorite colors!

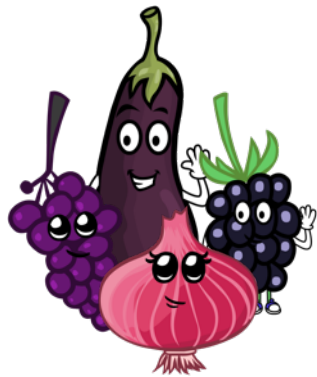
Draw a line and match the color with the right foods.



Green



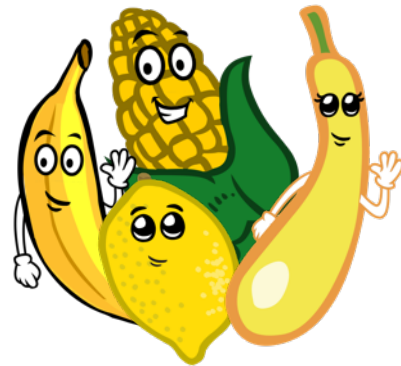
White



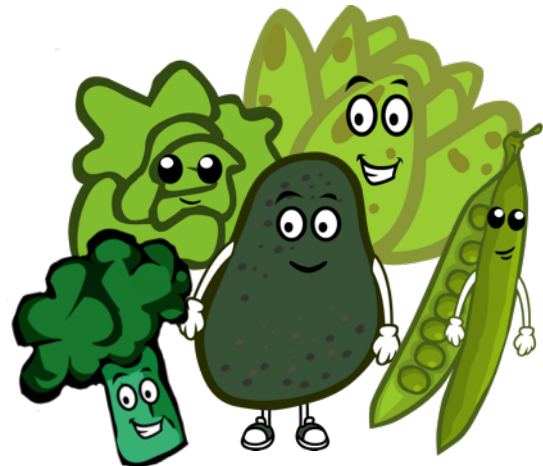
Yellow



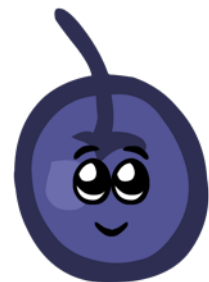
Purple



Orange



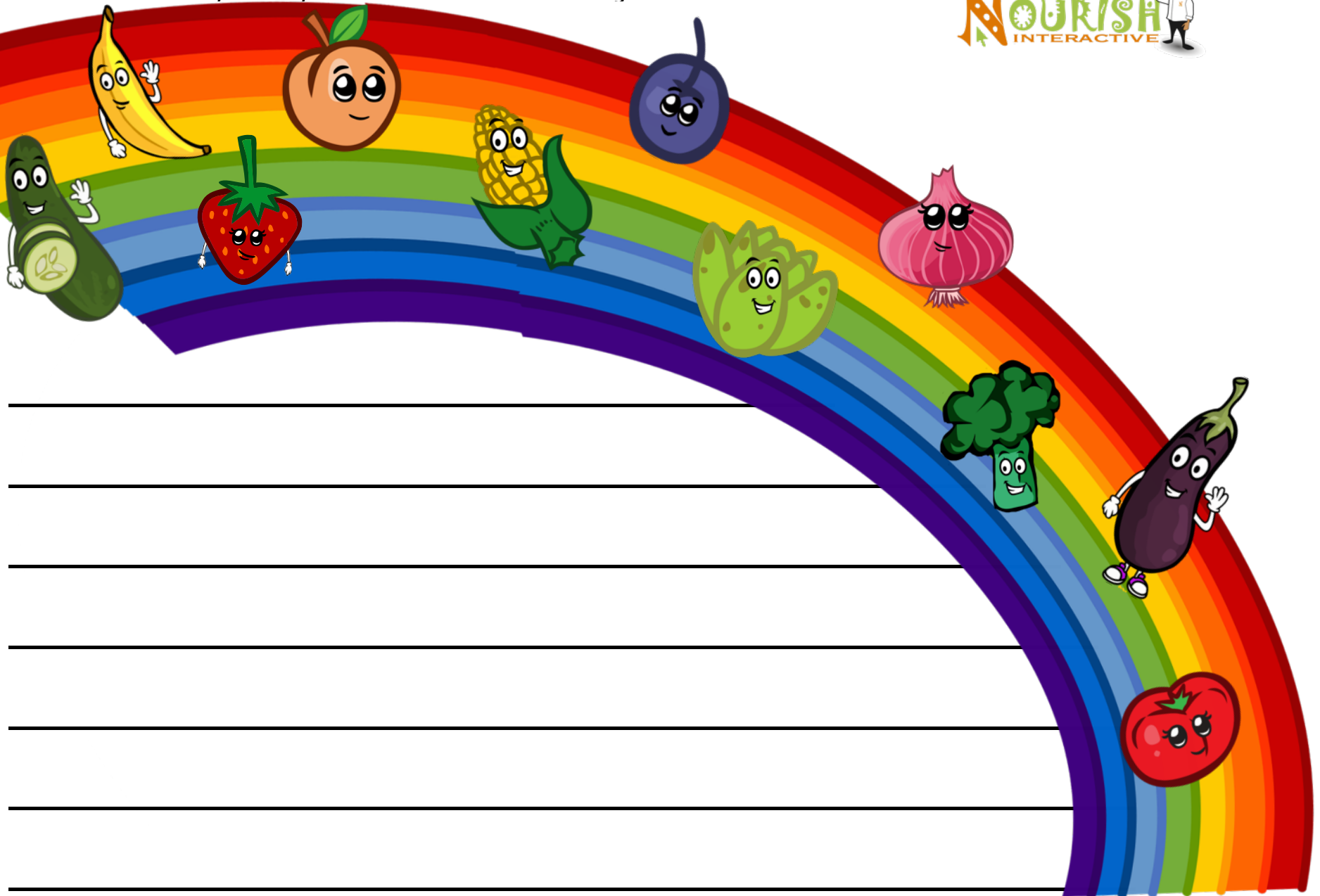
Blue



Red

Color My Plate with Colorful Foods Writing Activity

Write a little story about your favorite color fruit or vegetable.



Visit www.ChefSolus.com for free kids' nutrition games, interactive word puzzles, [color my plate sheets](#) and fun healthy food activities!

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25 Activities you can do with a Plastic Bottle



1. Use as **bowling pins**
2. Hang from a tree and **use as a target** (throw at it, kick it, hit it)
3. Fill with colored water or small loose parts and use as a **sensory toy** for young children
4. Use as **cones** in an obstacle course
5. Fill with sand and see who can **toss** it the farthest
6. Fill with beads, rocks, pebbles, etc. and use as a **shaker** to make noise or use in a music parade
7. **Kick** the bottle
8. Use as a **“hot potato”**
9. Try to **toss a large ring** around the water bottle
10. Fill with water or sand and use for **weight lifting** (bicep curls, triceps extensions, etc.)
11. **Jump** over them
12. Cut part of the bottle out and use it as a **shovel** or **scoop**
13. **Balance** on a part of your body and walk around; head, back, foot, etc.
14. **Poke holes** in it and use as a “sprinkler”
15. Take them with you on a nature walk and **fill with natural items** (leaves, sticks, flowers, rocks, etc.)
16. Use a bunch of bottles to build a **water bottle igloo**
17. Use them to make a **water wall**
18. Cut the bottom off and use as **bubble blowers**
19. Use for water or balance **relay games**
20. **Flip the bottle** and see who can make it sit right-side-up
21. **Roll them** to see how far they will roll
22. Use them as the **“baton”** in a relay race
23. **Play catch** with them
24. Jump on the side of the plastic bottle to hear it **crunch** and/or shoot the cap
25. With bigger water bottles, cut the bottom out and use it to **catch small objects**

Adaptations:
Add shiny,
blinking objects
for visual learners.

Add bells, beads,
etc. for auditory
learners.

Note: Be sure to seal the closed lid with glue and/or tape to ensure the lid cannot be removed by young children.



Making Sensory Bottles

Instructions for creating inexpensive, handmade equipment for active children.

Materials

Plastic bottles

Use a variety of shapes and sizes depending on the size, age, and developmental level of the children.

Dry materials

Use a variety of dry materials such as: beads, straws, glitter, very small toys, magnets, pom-poms, feathers, leaves, sand, rice, googly eyes, loom bands, Legos, marbles, buttons, sequins, beans, pasta, sea shells, sticks, seeds, rocks/stones, nuts, bells, and more.

Wet materials

Use a variety of wet materials such as: water, oil (baby or cooking), shampoo, glycerin, hair gel, glue (clear or glitter), and more.

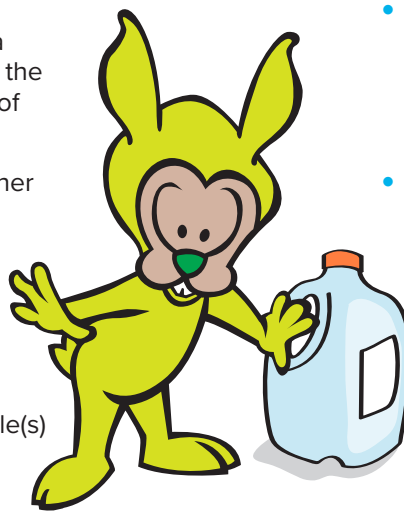
Super glue or hot glue

Directions

- Step 1:** Find any clear, used plastic bottle that has a lid and can be securely closed. Remove the label and adhesive from the bottle.
- Step 2:** Decide if the bottle will be a dry bottle or a liquid bottle. If **dry**, select all the dry materials and put them into the bottle with the larger materials going in first. If **wet**, add any materials first, then add the liquid using a funnel if needed.
- Step 3:** After you have combined all the materials for the perfect sensory bottle, it's time to glue the lid on to keep contents securely inside the bottle. You will likely need to glue the lid to the bottle every few months as the glue may wear off.

Tips

- To create a bottle where elements move slowly, use more dense liquids such as glues, gels, or oils. For a bottle that moves more freely, simply use water and the other materials. Leave a small amount of space (1/3 of bottle) at the top of the bottle when initially filling it.
- Wait for the bottle contents to settle and add any other materials you may want and then put the lid on.
- Only use plastic bottles with screw-on tops. These bottles are less likely to leak.
- Be creative and have fun! Create nature inspired bottles, themed bottles, calming bottles, etc.
- Take the air out of your sensory bottle. Let the bubble(s) rise to the top to make the content move better.
- Avoid combining metal materials with wet materials inside your bottle, as they will rust.



Fundamental Motor Skills:

- Sensory bottles provide wonderful visual and auditory reinforcement for **manipulative skills** such as **throwing, kicking, rolling, and catching**.
- For infants and early movers, sensory bottles can help them move from **reflexive movements** to voluntary movements such as **reaching, grasping, creeping, and crawling**.

Health-related physical fitness:

Varying the weight in your sensory bottles helps children develop **muscular strength** and **endurance** when **lifting, shaking, and moving**.

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BE ACTIVE KIDS®

Active Things To Do With Paper Plates



1. Use 2 as **ice skates** and skate around the room.
2. Use one as a **target**—tape it to a wall or hang from a tree.
3. Throw a paper plate like a **frisbee**.
4. Make **stoplights** with 3 colored stoplight colors. Hold up a plate and have kids stop for red, walk slowly for yellow, and run for green.
5. Cut the middle out and use as a **ring toss**.
6. Use them to make **mud pies**.
7. Cut the middle out and try to **throw a ball through it**.
8. Make **healthy plates**. Spread pictures of healthy food around the room and have children pick up a few and run back to tape them on their plate.
9. Pretend taped plates on the floor are **lily pads**—jump or leap between them.
10. Try to **balance** one on your head while walking at different speeds—slow, fast, medium.
11. Hold one in each hand with arms extended and pretend they are **wings**—fly around the room.
12. Draw **numbers** on them and see who can put the numbers in order the fastest.
13. Draw **letters** on them and spread them out in a large area. Have children race to the letter you call out.
14. Make a **tambourine**. Punch holes around the edges of 2, put rice or beans between, and weave string through the holes to connect them. Pretend you're in a marching band—march as you play your tambourine.
15. Play **Musical Plates**. Tape them to the floor in a circle. Dance, hop, walk or jump from plate to plate.
Plates may slip, so use caution when moving.
16. Play **Hopscotch**. Write a number from 1–10 on each and make a hopscotch pattern with them.
17. Make **active cardboard creations** with box/plates/craft materials for children to create a car, boat, train, etc.
18. Make a **wheel charade game**. Glue pictures of planes, trains, cars, motorcycles to plates and act each out.
19. **Decorate** with eye catching colors and things that make noise. Have infants and toddlers try to hit or kick it.
20. Play **Tic-Tac-Toe**. Write a big "X" on 5 and a big "O" on 5. Draw a tic-tac-toe grid with chalk on the ground.
21. Play a **life-size board game**. Line plates up in a curvy path with "start" written on a plate at one end and "finish" on the other. Roll a large die (made out of foam or a small box) and jump or hop from spot to spot.
22. Make racquets and play **racquetball**. Tape a paint stick or paper towel roll to a plate to make a racquet. Use socks, pom poms or other light-weight objects and practice striking them with the paper plate racquet.
23. Use the plate as a **steering wheel** and actively pretend to drive around town running various errands.
24. Line up various sized plates to use as an imaginary **balance beam**.
25. Make an **animal mask**. Draw your favorite animal face on your plate and move like your animal.

Note: You can modify some of these activities by varying the distance, height, and amount of plates to make this a successful and positive movement experience for children of all ability levels.

Looking for additional ideas to get kids moving with loose parts?

Find other **Be Active Kids** handouts on things to do with sticks, beach balls and more at www.beactivekids.org/resources/handouts.



Is Be Active Kids® at your child's daycare center or school? If not, contact us at info@beactivekids.org or 919-287-7012 about how you can bring Be Active Kids to your child's center or school.

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