

<b>Content:</b> P.E.	<b>Grade/Course:</b> 5th	<b>Length:</b> Two class periods <b>Timeline:</b> 30 minutes
<p><b>Standard(s):</b></p> <p>5.1.1 Demonstrate the ability to integrate locomotor and non-locomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals log participation of after school physical activities in a student activity portfolio.</p>		
<p><b>Lesson Overview:</b></p> <p>This lesson will introduce the students to the Kids' Athletics competition, specifically:</p> <ul style="list-style-type: none"> <li>• Sprint/Hurdles Shuttle Relay</li> <li>• Endurance Race</li> <li>• Formula One</li> <li>• Forward Squat Jumps</li> <li>• Cross Hop</li> <li>• Javelin Throw</li> <li>• Knee Throw</li> </ul> <p><b>Driving Question:</b> What skills or strategies are needed in competing in the Kids Athletics?</p>	<p><b>Lesson Objective(s):</b></p> <p>In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> <li>• the knowledge and understanding of athletics competition</li> <li>• gross motor skills and strategies associated with the sport</li> </ul> <p>Objectives have a criteria of 80% mastery.</p>	
<p><b>Vocabulary:</b> Sprint, hurdle, endurance, relay, squat</p>	<p><b>Focus Question(s):</b> How may different strategies help with achieving the highest score in each category?</p>	

**Anticipatory Set:**

In the classroom, introduce the upcoming athletics competition by describing each sport (please see attached)

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

**Description of Lesson (Including Instructional Strategies):**

You can use one of the drills presented in the attached document.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Day 2: Write the following vocabulary words: Sprint, hurdle, endurance, relay, squat. Introduce the vocabulary words. Define and let the students know that they will be given a quiz on the terms.

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

**Guided Practice:**

Pair up the students so that they can help strengthen some of skills like bunting, spiking, and serving.

**Formative Assessment:**

Teacher-made Test

**Evaluation:**

Teacher-made Test

Game specific Skills Record

Note taking

Participation

**Accommodations/ Modifications:** Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.