

Alphabet Relay

Grade K-1

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.5, P.A.1: Develop and refine gross motor skills

Objective: The learner will develop their gross motor skills while participating in an alphabet relay with teammates.

Equipment:

- 10 Rings to hold while moving
- 10 Hula Hoops which are color coded to the teams cone
- 10 Cones to sit behind while waiting their turn
- 10 Sets of alphabet index cards A-Z
- 10 Master alphabet cards, half the alphabet on one side, half on the other

Lesson:

- Place students in teams, sitting behind a cone
- Across from each team is a hula hoop the same color as their cone which has the first half of the alphabet in it.
- First student will pick up the ring, jog down to their hoop and find the letter A, jog back, hand off the ring to the next person who will get the letter B.
- Each group has a master alphabet for those students who have difficulties recognizing letters.
- When students are finished, they are to sit straight.
- Place the remaining alphabet letters in the hoop for the second round.
- Switch locomotor activities.

Babble Grades 3,4 & 5

Standard:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

Objective:

The learner will demonstrate cooperation and teamwork. TLWBAT develop their cardiovascular endurance while participating in the activity.

Equipment:

6 Cones

Music

Index cards with letters on them (see attached)

6 Rings

6 Pencils, 6 pieces of paper

Lesson Focus:

-6 groups of students sitting behind a cone

-On opposite side of the gym place letters face down on the floor

-One student from each team runs (or any cardio way you want) out and picks up one card, hands the ring to the next person, and they run out and pick up one card, students continue till they can spell a word.

-Once the team has formed a word, they are to sit straight and wait for the teacher. Teacher checks to make sure the word is spelled correctly, each letter is worth a point. Students write down the word and the amount of points. They then return the cards face down and start again.

-At the end of class, add up the teams points.

*** Could have words over 4 letters be worth double in score.

Spooky Spelling

Grades 1 – 2

Standards:

2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

2.6.2.A.2 – Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Objective:

The learner will participate in a spelling relay race with a team.

Equipment:

- On large construction paper write words: Spider, Mummy, Ghosts, Vampire, Witch, etc..
- On index cards make the following letters, one per team (I usually do 8 teams). A, C, D, E, G, H, I, M, M, M, O, P, R, S, S, T, U, V, W, Y
- 8 Hula Hoops
- 8 cones to sit behind
- 8 rings to hand off in relay

Lesson Focus:

- Divide class into relay lines
- On opposite side of gym, place a hula hoop with letters spread out
- Give each team a spooky word like Spider.
- One student at a time, runs, walks, etc. to their hoop and gets the first letter, S, runs back, hands off ring to next person, keep going till word is spelt. Sit straight when finished.
- Give out a new word.

Turkey Spelling

Objective: TLWBAT develop their cardiovascular fitness, teamwork and cooperation, as well as memory skills.

Equipment: 10 rings, 10 cones, laminated turkey shapes each set with a letter from the word T-H-A-N-K-S-G-I-V-I-N-G (10 sets in all), one paper with the word Thanksgiving on it (one for each group).

Lesson:

- Divide class into 10 relay lines sitting behind a cone.
- Students run one at a time (holding a ring) to pick up the word thanks, when done getting one letter at a time the group sits straight. Tell them what place they came in, first, second, etc..
- Second round have the students spell giving, when done sit straight.
- Third round give them the paper with the word Thanksgiving, they are to spell it in order getting one letter at a time, then sit straight when they are done.
- Fourth round spell Thanksgiving backwards, sit straight when done.

Variations: Use a scooter to get the letters, do various locomotor movements.

Groundhog Day Relay

Grade K & 1

Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

2.6.P.A.1 Develop and refine gross motor skills.

Objective: The learner will develop their cardiovascular endurance while participating in a group relay.

Equipment:

- Groundhog Day Book, by Margaret McNamara
- Lots of groundhog pictures with numbers on them
- Rings to pass to teammates
- Scooters
- Cones

Lesson Focus:

- Place students in relay fashion behind cones, 8 lines
- Read the book to the class
- Discuss what Groundhog Day is.
- A) Give each team a number, their job is to search for 8 groundhogs with their teams number on them. Sit straight when done.
- B) Give each group a scooter, no number for the team, how many ground hogs can your team get?
- C) Grade 1: Turn groundhogs over, can only look at one, if it is your number you bring it back, if not turn it over again, search for 3 of your number.

Super Bowl

Grades K,1,2

Standard: 2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

2.6.P.A.1 – Develop and refine gross motor skills.

2.6.2.A.2 – Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Objective: The learner will develop their gross motor skills while cooperating with their teammates in the Super Bowl game.

Equipment:

- Paper footballs of different colors with letters on them
- Rings to hold for relay
- Cones to sit behind

Lesson Focus:

- After warm up, place students behind cones in a relay fashion.
- Explain the game and get started. After students complete the race, they are to sit straight and quiet, teacher tells them which group came in first, second, etc..

Grade K-2 First round: Students are to spell the word SUPER, tell them which color they are

Second round: Students are to spell the word BOWL tell them which color they are

Third round: Students spell the word SUPER BOWL tell them what color they are

Fourth round: Students collect one football at a time, how many can your group get,

M. DeMaw

Jump Frog Jump

Grade K-1

Standard 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Objective: TLWBAT listen to a book that is read by the teacher and then demonstrate and practice their gross motor skills of jumping and hopping.

Equipment:

- Jump Frog Jump book - by Robert Kalan
- One spot for every student (lily pad)
- Paper lily pads with directions on them
 - Such as: hop forward over your spot, jump high, jump around the spot, jump on and off the spot, hop on and off the spot, jump side to side over your spot, etc..
- Music

Lesson focus:

- Have students come into the gym and sit in a circle
- Read the story
- Discuss that today we will be frogs and move around the lake in special ways to music, when the music stops, a special frog will pick a paper lily pad so we can move around our own lily pad in that way.
- Discuss safety while moving, and discuss why the activity was done.

One Fish Two Fish Red Fish Blue Fish

Grade K-1

Objective: TLWBATD their eye hand coordination while practicing their tossing and catching skills.

Standard: 2.5.P.A.3 Use objects and props to develop spatial and coordination skills.

Equipment:

6 Giant fish

Dots

Cones

Beanbags

Baskets

Lesson:

-Divide class into 6 relay lines, sitting behind cones, place about 8 dots in front of each group.

-Read the book One fish, two fish, red fish, blue fish.

-The first 8 students stand on a dot, the first student tosses the fish to the next person, if caught, continue down the line. If all 8 are caught, student retrieves a beanbag for their group. That person sits down, everyone moves up a dot, and a new person starts tossing. If at any time someone drops the fish, play stops, last person comes back, everyone moves up a dot and they try again.

Put Me In The Zoo

Grade K/1

Objective: The learner will cooperate with teammates in a race to put their spots on their animal. They will be improving their cardiovascular endurance.

Equipment:

- 10 cones to sit behind
- Animals with blank spots
- Spots
- 10 Rings to pass to teammates
- 10 Frisbees to put spots in
- Book: Put Me In The Zoo, by Robert Lopshire

Lesson Focus:

- Divide class behind 10 relay lines
- Read the book Put Me In the Zoo
- Give each line a blank animal, explain that they are to run down and pick up one of their color spots, run back, hand ring to next person and place spot on their animal.
- When the group has found all their spots, they are to sit straight.
- Tell the groups how they did and switch animals, repeat activity.
- Variation: Add scooters, pick up one spot at a time, any color, how many can your group get in a certain amount of time.