

PHYSICAL EDUCATION

K-5

The Complete K-5 PE Curriculum

A full year of ready-to-teach lessons: 36 weeks, 14 units, and every printable you need.



WHAT'S INCLUDED

- 36 weekly lesson plans with K-2 and 3-5 versions (72 lessons)
- 14 illustrated unit overviews with vocabulary
- Emergency Sub Plans: 5 complete days
- 30 Fitness Station Task Cards + recording sheet
- 24 Classroom Brain Break Cards
- Rubrics, class checklists, fitness logs, and reflections
- Aligned to the 2024 SHAPE America standards

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Credits

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Questions?

Please reach out through my store or website. I'm happy to help!

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How to Use This Curriculum

One page per week. Every page has a **K–2** column and a **3–5** column, so one plan covers the whole school. Each week is written for **two 30–45 minute classes**: teach the same skill focus both days and switch the practice game.

The 5-part lesson

1	Instant Activity	5 min	Students start moving as they enter the gym.
2	Skill Focus	8 min	Demonstrate, teach 2–3 cues, and practice.
3	Practice Games	15 min	Small-sided games with many repetitions. Day 1 and Day 2 games are provided.
4	Fitness Finisher	5 min	A short circuit, usually from the Fitness Station Cards.
5	Closure	3 min	One question to check understanding.

Reading a week page

- **Goal and standards:** what students will learn, with 2024 SHAPE America standard numbers.
- **Teaching cues:** short phrases to repeat all week. Post them on the wall.
- **Easier / Harder:** quick changes so every student is challenged.
- **Assessment:** matching printable tools are in the Assessments section.

Equipment for the full year

Poly spots (1 per student) • Cones (30+) • Hoops (15) • Bean bags (30) • Scarves (30) • Foam balls (30) • Playground balls (15) • Soccer balls (15) • Jump ropes (30 short, 2 long) • Balloons • Beach balls (6) • Short-handled paddles (15) • Batting tees, foam bats, bases • Flying discs (15) • Parachute • Mats (8+) • Pinnies (4 colors) • Plastic pins • Music speaker • Stopwatch

Tips for success

- Teach the stop signal on day one and practice it every class.
- Keep groups small (2–4) so every student gets many turns.
- Score only a few students per class during assessments; rotate through the roster over the week.
- Share the Brain Break Cards with classroom teachers to build movement into the whole school day.

Standards Alignment

Every week is aligned to the **2024 SHAPE America National Physical Education Standards**, which replaced the earlier five-standard version. Standard descriptions below are summarized in plain language; see shapeamerica.org for the official wording, and check your state standards as well.

#	Standard	Weeks with a main focus
1	Motor skills Students build a wide range of movement skills, from running and jumping to throwing and striking.	4, 5, 6, 7, 8, 9, 10, 11, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32
2	Movement & fitness concepts Students use what they know about how the body moves and gets fit to play and move better.	7, 12, 13, 14, 15, 16, 22, 25, 26, 27, 29, 30, 33, 34
3	Social skills Students learn to cooperate, communicate, and show respect while moving with others.	1, 2, 3, 18, 19, 25, 34, 35
4	Personal skills & active living Students grow personal skills, notice how movement helps them, and choose to stay active.	3, 12, 15, 30, 33, 35, 36

Year at a Glance

36 weeks, 14 units. Fall builds class culture and movement basics; winter covers fitness and rhythm; spring applies skills in games and ends with Field Day.

Weeks	Unit	Weekly topics
1–3	Cooperative Games & Team Building	1 Routines & Personal Space; 2 Cooperation & Communication; 3 Teamwork & Encouragement
4–7	Fundamental Movement Skills	4 Walk, Run, Jump & Hop; 5 Gallop & Slide; 6 Skip & Leap; 7 Putting Movement Together
8–11	Throwing, Catching & Kicking	8 Tossing & Catching; 9 Overhand Throwing; 10 Kicking; 11 Passing & Trapping
12–15	Health-Related Fitness	12 What Is Fitness? (Pre-Test); 13 Heart & Lungs; 14 Muscles & Flexibility; 15 My Fitness Plan
16–18	Rhythm, Dance & Jump Rope	16 Moving to a Beat; 17 Jump Rope; 18 Rhythm & Rope Showcase
19	Cooperative Reset	19 Cooperative Reset
20–22	Striking	20 Striking with Hands; 21 Striking with Paddles; 22 Net Games
23–25	Dribbling & Invasion Games	23 Dribbling with Hands; 24 Dribbling with Feet; 25 Invasion Games
26–27	Balance & Body Management	26 Balance & Shapes; 27 Rolls & Sequences
28–29	Striking & Fielding	28 Batting off a Tee; 29 Fielding & Modified Games
30	Fitness Post-Test	30 Fitness Post-Test
31–32	Target Games	31 Rolling & Tossing at Targets; 32 Flying Discs
33–34	Outdoor Games & Orienteering	33 Orienteering; 34 Playground & Strategy Games
35–36	Field Day & Year Wrap-Up	35 Field Day Preparation; 36 Field Day & Year Wrap-Up

Cooperative Games & Team Building



BIG IDEA

“Great teams listen, include everyone, and encourage each other.”

STUDENTS WILL

- Follow class routines and respond to the stop signal
- Work with partners and small groups to solve challenges
- Use encouraging words and play fairly

VOCABULARY

personal space

stop signal

cooperation

encourage

fair play

teamwork

WEEKS IN THIS UNIT

WEEK 1

Routines & Personal Space

Standards 3

WEEK 2

Cooperation & Communication

Standards 3

WEEK 3

Teamwork & Encouragement

Standards 3, 4

EQUIPMENT CHECKLIST

- | | |
|---|---|
| ☐ Poly spots (1 per student) | ☐ Cones for boundaries |
| ☐ Music | ☐ Whistle |
| ☐ Parachute | ☐ Bean bags |
| ☐ Hoops (1 per group) | ☐ 3 soft balls per group |
| ☐ Poly spots | ☐ Cones |
| ☐ Hoops | ☐ Pool noodles |

UNIT ASSESSMENTS

Week 1: Whole class freezes within 3 seconds of the signal.

Week 2: Exit question (thumbs or verbal answers).

Week 3: Teamwork rubric on 3–4 students per class.

WEEK 1 • UNIT 1: COOPERATIVE GAMES & TEAM BUILDING

Routines & Personal Space

Goal: Students enter, start, stop, and move safely in the gym.

Standards: 3 (2024 SHAPE America)



EQUIPMENT

Poly spots (1 per student), cones for boundaries, music, whistle

TEACHING CUES

Eyes up • Find open space • Freeze on the signal

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Find a spot: walk to any poly spot and copy the teacher's stretch.	
Skill Focus 8 min	Teach the stop signal (whistle + hand up + "Freeze!"). Practice 5 times: walk, freeze, hands on knees, eyes on teacher.	Build class expectations together (safe, respectful, responsible). Write 3–5 on chart paper and post them.
Practice Game Day 1 • 15 min	Red Light, Green Light across the gym. Add "yellow light" for a slow walk.	Mirror Partners: the leader moves slowly and the partner copies. Switch every 30 seconds.
Practice Game Day 2 • 15 min	Bubble Space: arms out like a bubble; move at different speeds without popping anyone's bubble.	Everybody's It tag: soft one-hand tags on shoulders or back; tagged players do 5 jumping jacks and rejoin.
Fitness Finisher 5 min	Station Cards 1, 5, 6 (30 seconds each)	
Closure 3 min	<i>"Show me what you do when you hear the stop signal."</i>	

DIFFERENTIATION

Easier: Visual signal with the whistle; walking only.

Harder: Add changes of direction and level on the teacher's call.

SAFETY

Boundaries 10 feet from walls; no tagging near walls.

ASSESSMENT

Whole class freezes within 3 seconds of the signal.

TEACHER NOTES

WEEK 2 • UNIT 1: COOPERATIVE GAMES & TEAM BUILDING

Cooperation & Communication

Goal: Students work with partners and small groups to solve simple challenges.

Standards: 3 (2024 SHAPE America)



EQUIPMENT

Parachute, bean bags, hoops (1 per group), 3 soft balls per group

TEACHING CUES

Use names • Take turns • Say one kind thing

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Partner high-ten: jog, find a partner, do 5 jumping jacks together, then find a new partner.	
Skill Focus 8 min	Model a good partner: looks, listens, takes turns. Pass a bean bag back and forth 10 times without dropping it.	Discuss what good communication sounds like. Teach calling a teammate's name before passing.
Practice Game Day 1 • 15 min	Parachute games: Popcorn (bounce bean bags), Mushroom, and Cat and Mouse.	Hoop Pass: the class holds hands in a circle and passes a hoop all the way around without letting go.
Practice Game Day 2 • 15 min	Partner bean bag pass while walking side by side; if it drops, both do 3 jumps and restart.	Group Juggle: circles of 6–8 learn a passing pattern with 1 ball, then add a 2nd and 3rd.
Fitness Finisher 5 min	Station Cards 2, 3, 4	
Closure 3 min	<i>"What did your group do that helped?"</i>	

DIFFERENTIATION

Easier: Groups of 3–4; larger, softer objects.

Harder: A no-talking round, or add a time challenge.

SAFETY

Parachute: overhand grip; no one goes under unless called.

ASSESSMENT

Exit question (thumbs or verbal answers).

TEACHER NOTES

WEEK 3 • UNIT 1: COOPERATIVE GAMES & TEAM BUILDING

Teamwork & Encouragement

Goal: Students show encouragement and fair play during group challenges.

Standards: 3, 4 (2024 SHAPE America)



EQUIPMENT

Poly spots, cones, bean bags, hoops, pool noodles

TEACHING CUES

Plan first • Everyone has a job • Cheer for effort

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Team shapes: groups of 4 make a letter or shape on the floor with their bodies.	
Skill Focus 8 min	Teach encouraging words ("Nice try!" "You can do it!"). Each student says one to a partner.	Teach a 3-step team plan: Plan (30 seconds), Try, Talk about what worked.
Practice Game Day 1 • 15 min	Bridge Tag: tagged players make a bridge; a friend crawls under to free them.	Island Crossing: move the whole team across the gym using only 3 poly spots as islands.
Practice Game Day 2 • 15 min	Team Treasure Hunt: collect bean bags one at a time from hoops around the gym and build a team pile.	Cone Tower Relay: each runner adds one cone to the team tower; if it falls, the team rebuilds together.
Fitness Finisher 5 min	Station Cards 7, 8, 9	
Closure 3 min	<i>"Name one teammate who encouraged you today."</i>	

DIFFERENTIATION

Easier: 4 poly spots instead of 3; a shorter distance.

Harder: One teammate can't talk; add a time limit.

SAFETY

Poly spots stay flat; step, never jump, between spots.

ASSESSMENT

Teamwork rubric on 3–4 students per class.

TEACHER NOTES

Fundamental Movement Skills



BIG IDEA

“Every game and sport is built on a few basic ways of moving.”

STUDENTS WILL

- Perform hop, jump, gallop, slide, skip, and leap with correct form
- Change speed, direction, level, and pathway
- Combine skills into a movement sequence

VOCABULARY

locomotor

hop

gallop

slide

skip

leap

level

pathway

WEEKS IN THIS UNIT

WEEK 4

Walk, Run, Jump & Hop

Standards 1

WEEK 5

Gallop & Slide

Standards 1

WEEK 6

Skip & Leap

Standards 1

WEEK 7

Putting Movement Together

Standards 1, 2

EQUIPMENT CHECKLIST

- | | |
|--|--|
| ☐ Hoops | ☐ Jump ropes laid flat |
| ☐ Tape lines | ☐ Agility ladder (optional) |
| ☐ Cones | ☐ Poly spots |
| ☐ Pinnies | ☐ Jump ropes |
| ☐ Pool noodles | ☐ Music |
| ☐ Large foam dice | ☐ Bean bags |

UNIT ASSESSMENTS

Week 4: Locomotor checklist: jump and hop.

Week 5: Locomotor checklist: gallop and slide.

Week 6: Locomotor checklist: skip and leap.

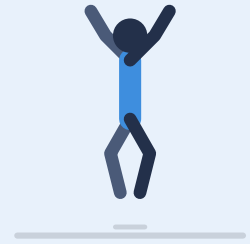
Week 7: Final locomotor checklist: any 3 skills.

WEEK 4 • UNIT 2: FUNDAMENTAL MOVEMENT SKILLS

Walk, Run, Jump & Hop

Goal: Students perform basic locomotor skills with correct form.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Hoops, jump ropes laid flat, tape lines, agility ladder (optional)

TEACHING CUES

Jump: swing arms, bend knees, land soft • **Hop:** one foot, same foot

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Locomotor Line Dance: move around the gym and switch skills when the music changes.	
Skill Focus 8 min	Demonstrate run, jump (two feet), and hop (one foot). Students practice each across the gym.	Review cues. Show the difference between jumping for height and jumping for distance.
Practice Game Day 1 • 15 min	Animal Moves: bunny hops, frog jumps, flamingo hops, cheetah runs.	Rope-line patterns: two-foot jumps, single-leg hops, in-and-out, side to side.
Practice Game Day 2 • 15 min	Lily Pad Jump: jump from hoop to hoop across the pond; hop through the last 3.	Long Jump Challenge: jump from a tape line, mark the landing with a bean bag, and try to beat it.
Fitness Finisher 5 min	Station Cards 18, 20	
Closure 3 min	"Show me a soft landing. What does your body do?"	

DIFFERENTIATION

Easier: Hold a wall or partner for hops.

Harder: Hop on the non-dominant foot; add a turn in the air.

SAFETY

Land with bent knees; leave space between hoops.

ASSESSMENT

Locomotor checklist: jump and hop.

TEACHER NOTES

WEEK 5 • UNIT 2: FUNDAMENTAL MOVEMENT SKILLS

Gallop & Slide

Goal: Students gallop and slide with one lead foot.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Cones, poly spots, pinnies

TEACHING CUES

Gallop: same foot leads • **Slide:** side-on, feet never cross

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Follow the Leader in groups of 3 using any locomotor skill.	
Skill Focus 8 min	Teach gallop as "ponies" and slide as "crabs." Practice each with the other foot leading.	Teach defensive slides: low, wide stance, eyes forward.
Practice Game Day 1 • 15 min	Horse Race: gallop around a cone track; switch lead foot each lap.	Mirror Slides: partners face each other; one leads, the other stays in front.
Practice Game Day 2 • 15 min	Slide and Freeze: slide along the gym floor lines and freeze on the signal.	Sharks and Minnows using slides only.
Fitness Finisher 5 min	Station Cards 15, 19	
Closure 3 min	<i>"Which foot leads when you gallop? Does it change?"</i>	

DIFFERENTIATION

Easier: Walk the pattern slowly first ("step-together").

Harder: Switch lead foot on the signal.

SAFETY

Everyone slides the same direction in lines to avoid collisions.

ASSESSMENT

Locomotor checklist: gallop and slide.

TEACHER NOTES

WEEK 6 • UNIT 2: FUNDAMENTAL MOVEMENT SKILLS

Skip & Leap

Goal: Students skip with a step-hop pattern and leap over low objects.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Jump ropes, cones, pool noodles, music

TEACHING CUES

Skip: step-hop, opposite arm • **Leap:** one foot to the other

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Skip and Freeze: skip until the music stops, then hold a balance.	
Skill Focus 8 min	Teach skipping in slow motion: "step, hop, step, hop," arms swinging.	Compare skipping for height and distance. Teach a run-run-leap rhythm.
Practice Game Day 1 • 15 min	Circle skipping to music; change direction on the signal.	Skipping relays in teams of 4.
Practice Game Day 2 • 15 min	Leap the River: leap over two ropes; the river gets wider each round.	Leaping obstacle course with low hurdles made from cones and pool noodles.
Fitness Finisher 5 min	Station Cards 1, 11	
Closure 3 min	<i>"What's the difference between a hop and a leap?"</i>	

DIFFERENTIATION

Easier: Step-hop in place before moving.

Harder: Skip backward; leap with arms opposite legs.

SAFETY

Hurdles no higher than the knee; foam only.

ASSESSMENT

Locomotor checklist: skip and leap.

TEACHER NOTES

WEEK 7 • UNIT 2: FUNDAMENTAL MOVEMENT SKILLS

Putting Movement Together

Goal: Students combine locomotor skills and change speed, direction, and level.

Standards: 1, 2 (2024 SHAPE America)



EQUIPMENT

Large foam dice, cones, hoops, poly spots, bean bags

TEACHING CUES

Change direction fast • Look for open space

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Movement Dice: one die picks the skill, a second picks the speed.	
Skill Focus 8 min	Review all locomotor skills. Teach levels (high, medium, low) and directions.	Teach dodging: fake one way, go the other.
Practice Game Day 1 • 15 min	Obstacle course with a different skill at each stop.	Partner sequence: 4 skills with 2 changes of direction; perform for another pair.
Practice Game Day 2 • 15 min	Skill Tag: the tagger calls the skill everyone uses (Gallop Tag, Skip Tag).	Rob the Nest with a dodge-and-fake focus.
Fitness Finisher 5 min	Station Cards 10, 19, 20	
Closure 3 min	<i>"Show me your favorite skill at a low level."</i>	

DIFFERENTIATION

Easier: 2-skill sequences with picture cards.

Harder: Add changes in speed and pathway.

SAFETY

Rob the Nest: one bean bag at a time, no diving.

ASSESSMENT

Final locomotor checklist: any 3 skills.

TEACHER NOTES

Throwing, Catching & Kicking



BIG IDEA

“Objects go where your body tells them to go.”

STUDENTS WILL

- Toss underhand and throw overhand with opposition
- Catch with hands, not the body
- Kick, pass, and trap a ball

VOCABULARY

underhand

overhand

opposition

target

trap

follow through

WEEKS IN THIS UNIT

WEEK 8	Tossing & Catching	Standards 1
WEEK 9	Overhand Throwing	Standards 1
WEEK 10	Kicking	Standards 1
WEEK 11	Passing & Trapping	Standards 1

EQUIPMENT CHECKLIST

- | | |
|---|--|
| ☐ Scarves | ☐ Bean bags |
| ☐ Hoops | ☐ Foam balls |
| ☐ Small playground balls | ☐ Yarn or foam balls |
| ☐ Wall targets | ☐ Cones |
| ☐ Pins | ☐ Soccer or playground bal... |
| ☐ Pinnies | |

UNIT ASSESSMENTS

Week 8: Throw/catch skill check: catch.

Week 9: Throw/catch skill check: overhand throw.

Week 10: Skill check: kick.

Week 11: Observe 5 passes and traps per student.

Tossing & Catching

Goal: Students toss underhand and catch with hands, not the body.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Scarves, bean bags, hoops, foam balls, small playground balls

TEACHING CUES

Tick-tock, step, swing, follow through • Hands ready, watch it, give with it

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Scarf juggling: toss and catch 1 scarf, then 2.	
Skill Focus 8 min	Teach the underhand toss ("tick-tock") and "hands ready." Self-toss and catch a bean bag 10 times.	Teach catching above the waist (thumbs together) and below (pinkies together).
Practice Game Day 1 • 15 min	Partner toss with bean bags 5 steps apart; take a step back after 3 catches.	Partner toss at 10 feet with foam balls; add catching on the move.
Practice Game Day 2 • 15 min	Hoop Toss: toss into hoops at 3 distances for 1, 2, or 3 points.	Catching Challenge Ladder: catch, clap and catch, spin and catch, one-hand catch.
Fitness Finisher 5 min	Station Cards 27, 3	
Closure 3 min	<i>"Where should your eyes be when you catch?"</i>	

DIFFERENTIATION

Easier: Scarves or larger balls; shorter distance.

Harder: Smaller balls; catch with the non-dominant hand.

SAFETY

Soft objects only; partners stand in lines facing the same way.

ASSESSMENT

Throw/catch skill check: catch.

TEACHER NOTES

WEEK 9 • UNIT 3: THROWING, CATCHING & KICKING

Overhand Throwing

Goal: Students throw overhand with a side-on stance and opposite-foot step.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Yarn or foam balls, wall targets, cones, pins

TEACHING CUES

Side to target • Arm back • Step with opposite foot • Follow through

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Wall throws: throw a foam ball at the wall and retrieve your own ball.	
Skill Focus 8 min	Teach "point, step, throw." Practice throwing hard at the wall.	Break down the throw: side-on, arm back, opposite step, hip turn, follow through.
Practice Game Day 1 • 15 min	Big Target Throws: tape targets on the wall and earn points for hits.	Distance and accuracy zones: throw from 3 lines to a target.
Practice Game Day 2 • 15 min	Clean Your Room: throw foam balls onto the other side before time runs out.	Pin Knockdown: teams guard their pins while throwing at the other team's pins.
Fitness Finisher 5 min	Station Cards 2, 23	
Closure 3 min	<i>"Which foot steps when you throw with your right hand?"</i>	

DIFFERENTIATION

Easier: Stand closer; use a larger target.

Harder: Throw at a moving target; increase distance.

SAFETY

Throw only on the signal; retrieve only when all throwing stops.

ASSESSMENT

Throw/catch skill check: overhand throw.

TEACHER NOTES

WEEK 10 • UNIT 3: THROWING, CATCHING & KICKING

Kicking

Goal: Students kick a still and slowly rolling ball with the inside and laces of the foot.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Soccer or playground balls, cones, pins

TEACHING CUES

Plant foot beside the ball • Eyes on the ball • Kick through it

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Toe taps on the ball, then foot-dribble and freeze on the signal.	
Skill Focus 8 min	Teach kicking a still ball with the inside of the foot, then the laces.	Teach kicking a rolling ball: approach, plant, kick, follow through.
Practice Game Day 1 • 15 min	Cone Goals: kick a still ball through a wide goal; the goal gets narrower.	Partner kicks: one rolls, the other kicks it back.
Practice Game Day 2 • 15 min	Kick Bowling: kick to knock down pins or cones.	Gate Challenge: kick through cone gates of different widths for points.
Fitness Finisher 5 min	Station Cards 6, 12	
Closure 3 min	<i>"Where does your plant foot go?"</i>	

DIFFERENTIATION

Easier: Bigger, softer balls; wide goals.
Harder: Use the non-dominant foot; kick for distance.

SAFETY

Kick along the ground only; retrieve on the signal.

ASSESSMENT

Skill check: kick.

TEACHER NOTES

WEEK 11 • UNIT 3: THROWING, CATCHING & KICKING

Passing & Trapping

Goal: Students pass to a partner and stop the ball with the foot.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Soccer or playground balls, cones, pinnies

TEACHING CUES

Inside of the foot, toe to target • Soft foot, stop it dead

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Partner passing while jogging in a large circle.	
Skill Focus 8 min	Teach trapping: a soft foot on top of or beside the ball.	Teach passing to where a partner is going ("lead the pass").
Practice Game Day 1 • 15 min	Pass and trap 3 steps apart; step back after 3 good passes.	2v1 keep-away in small grids.
Practice Game Day 2 • 15 min	Pass Through the Gate: partners pass through cone gates around the gym.	3v3 small-sided soccer with small cone goals and no goalie.
Fitness Finisher 5 min	Station Cards 10, 28	
Closure 3 min	<i>"How do you stop a ball that's coming fast?"</i>	

DIFFERENTIATION

Easier: Stop the ball with hands first, then feet.

Harder: One-touch passes; weak foot only.

SAFETY

No slide tackles; kicks stay below knee height.

ASSESSMENT

Observe 5 passes and traps per student.

TEACHER NOTES

Health-Related Fitness



BIG IDEA

“Fitness is for everyone, and it grows with practice.”

STUDENTS WILL

- Name the parts of health-related fitness
- Measure a fitness baseline (grades 3–5)
- Set a personal fitness goal

VOCABULARY

cardio endurance

muscular strength

muscular endurance

flexibility

pulse

goal

WEEKS IN THIS UNIT

WEEK 12	What Is Fitness? (Pre-Test)	Standards 2, 4
WEEK 13	Heart & Lungs	Standards 2
WEEK 14	Muscles & Flexibility	Standards 2
WEEK 15	My Fitness Plan	Standards 2, 4

EQUIPMENT CHECKLIST

- | | |
|--|--|
| ☐ Fitness Station Cards | ☐ Cones |
| ☐ Mats | ☐ Stopwatch |
| ☐ Fitness logs | ☐ Pencils |
| ☐ Bean bags | ☐ Hoops |
| ☐ Jump ropes | ☐ Station Cards |
| ☐ Music | ☐ Large dice |
| ☐ Goal sheets | |

UNIT ASSESSMENTS

Week 12: Fitness log: pre-test scores (3–5).

Week 13: Students name 2 heart-healthy activities.

Week 14: Form check on 3 exercises per student.

Week 15: Goal sheet (3–5); drawing (K–2).

WEEK 12 • UNIT 4: HEALTH-RELATED FITNESS

What Is Fitness? (Pre-Test)

Goal: Students name the parts of fitness and record a baseline.

Standards: 2, 4 (2024 SHAPE America)



EQUIPMENT

Fitness Station Cards, cones, mats, stopwatch, fitness logs, pencils

TEACHING CUES

Try your best • Your score is your own

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Station Cards 1–6 circuit, 30 seconds each.	
Skill Focus 8 min	Introduce heart, muscles, and stretching. Check pulse before and after 30 seconds of jumping.	Introduce 4 parts of health-related fitness: cardio endurance, muscular strength, muscular endurance, flexibility.
Practice Game Day 1 • 15 min	Fitness Freeze Tag: tagged students do 5 of an exercise to return.	Pre-test day 1: cardio test (a progressive shuttle run or a timed walk/run).
Practice Game Day 2 • 15 min	Station Card circuit (cards 1–6) to music.	Pre-test day 2: push-ups, curl-ups, sit-and-reach.
Fitness Finisher 5 min	Stretching cool-down (Cards 4, 14)	
Closure 3 min	<i>"Name one part of fitness and an activity that builds it."</i>	

DIFFERENTIATION

Easier: Modified test positions (knee push-ups).

Harder: Students record their own scores accurately.

SAFETY

Keep scores private; stop if dizzy or in pain.

ASSESSMENT

Fitness log: pre-test scores (3–5).

TEACHER NOTES

Heart & Lungs

Goal: Students name activities that strengthen the heart and keep moving longer.

Standards: 2 (2024 SHAPE America)



EQUIPMENT

Bean bags, hoops, cones, jump ropes, Station Cards

TEACHING CUES

Steady pace • Breathe • Keep going

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Jog-walk intervals to music.	
Skill Focus 8 min	The heart is a muscle that pumps blood. Feel the heartbeat at rest and after jumping.	Teach finding a pulse at the wrist or neck and counting for 15 seconds.
Practice Game Day 1 • 15 min	Healthy Heart Tag: "blood cells" carry bean bags (oxygen) to hoops (muscles) while dodging taggers.	Cardio circuit with a pulse check after each round.
Practice Game Day 2 • 15 min	Cardio circuit: Station Cards 1, 5, 11, 15.	Interval relay: 30 seconds of work, 30 seconds of rest.
Fitness Finisher 5 min	Station Cards 10, 24	
Closure 3 min	<i>"Name 2 activities that make your heart work harder."</i>	

DIFFERENTIATION

Easier: Walk instead of run; longer rest.

Harder: Longer work intervals.

SAFETY

Water breaks; watch for signs of overheating.

ASSESSMENT

Students name 2 heart-healthy activities.

TEACHER NOTES

Muscles & Flexibility

Goal: Students do strength and stretching exercises with safe form.

Standards: 2 (2024 SHAPE America)



EQUIPMENT

Mats, Station Cards, music

TEACHING CUES

Tight core • Flat back • Stretch slow, never bounce

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Animal walks: bear crawl, crab walk, inchworm.	
Skill Focus 8 min	Name big muscle groups (arms, legs, belly, back) and show a strength move for each.	Teach the difference between strength, endurance, and flexibility.
Practice Game Day 1 • 15 min	Muscle Mission stations: wall push-ups, bear crawl, superman, squats.	12-station strength and flexibility circuit with easier and harder versions.
Practice Game Day 2 • 15 min	Yoga poses: tree, cat-cow, butterfly, child's pose.	Partner stretching routine: 6 stretches, each held 20 seconds.
Fitness Finisher 5 min	Station Cards 9, 21, 25	
Closure 3 min	<i>"What's one exercise that makes your legs stronger?"</i>	

DIFFERENTIATION

Easier: Easier card versions; shorter holds.

Harder: Harder card versions; longer holds.

SAFETY

No bouncing stretches; stop at a gentle pull.

ASSESSMENT

Form check on 3 exercises per student.

TEACHER NOTES

My Fitness Plan

Goal: Students set a personal fitness goal and choose activities to reach it.

Standards: 2, 4 (2024 SHAPE America)



EQUIPMENT

Station Cards, large dice, goal sheets, pencils

TEACHING CUES

Pick activities you enjoy • Small practice adds up

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Students choose their own 3 Station Cards.	
Skill Focus 8 min	Talk about ways to be active at home and at recess.	Teach SMART goals using pre-test scores.
Practice Game Day 1 • 15 min	Choose Your Workout dice game: roll for the exercise and the number of reps.	Write one fitness goal for Week 30.
Practice Game Day 2 • 15 min	Draw your favorite way to be active and share it.	Design and test a 4-station circuit for your goal.
Fitness Finisher 5 min	Student-designed circuits	
Closure 3 min	<i>“What is one thing you can do this week to reach your goal?”</i>	

DIFFERENTIATION

Easier: Choose a goal from a picture menu.

Harder: Two goals with a weekly plan.

SAFETY

Goals stay personal; no public comparing.

ASSESSMENT

Goal sheet (3–5); drawing (K–2).

TEACHER NOTES

Rhythm, Dance & Jump Rope



BIG IDEA

“Moving to a beat builds coordination, timing, and confidence.”

STUDENTS WILL

- Keep a steady beat with the body
- Jump a self-turned rope continuously
- Create and perform a short routine

VOCABULARY

beat

tempo

8-count

routine

turner

rhythm

WEEKS IN THIS UNIT

WEEK 16

Moving to a Beat

Standards 1, 2

WEEK 17

Jump Rope

Standards 1

WEEK 18

Rhythm & Rope Showcase

Standards 1, 3

EQUIPMENT CHECKLIST

- | | |
|---|---|
| ☐ Music | ☐ Scarves |
| ☐ Lummi sticks or plastic c... | ☐ Short ropes sized to stud... |
| ☐ Long ropes | ☐ Ropes |

UNIT ASSESSMENTS

Week 16: Keep a steady beat for 16 counts.

Week 17: Rope skill ladder.

Week 18: Rope ladder or dance checklist.

Moving to a Beat

Goal: Students move in time with music and follow a simple pattern.

Standards: 1, 2 (2024 SHAPE America)



EQUIPMENT

Music, scarves, lummi sticks or plastic cups

TEACHING CUES

Listen first • Count to 8 • Stay with the beat

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Clap the beat, then march the beat.	
Skill Focus 8 min	Teach steady beat by clapping and stepping to songs of different speeds.	Teach counting 8-count phrases.
Practice Game Day 1 • 15 min	Freeze dance and follow-along action songs.	Learn a simple 32-count line dance.
Practice Game Day 2 • 15 min	Scarf movements to slow and fast music.	Rhythm cup or lummi stick pattern in groups of 4.
Fitness Finisher 5 min	Dance party cardio (2 songs)	
Closure 3 min	<i>"Clap the beat of this song."</i>	

DIFFERENTIATION

Easier: Half-speed music; follow a leader.

Harder: Create 8 new counts for the dance.

SAFETY

Spread out; scarves stay at waist height when spinning.

ASSESSMENT

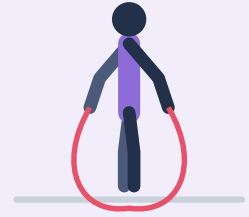
Keep a steady beat for 16 counts.

TEACHER NOTES

Jump Rope

Goal: Students jump a self-turned short rope continuously.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Short ropes sized to students, long ropes

TEACHING CUES

Wrists turn • Elbows in • Small jumps

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Rope shapes: make letters with the rope on the floor, then jump over them.	
Skill Focus 8 min	Teach turning and stepping over, then turning and jumping.	Teach basic bounce, side to side, skier, and criss-cross.
Practice Game Day 1 • 15 min	Jump the Snake: jump a long rope wiggled along the ground.	Rope skill ladder stations.
Practice Game Day 2 • 15 min	Short rope practice using the rope skill ladder.	Long rope: run through, then jump in with 2 turners.
Fitness Finisher 5 min	30-second jump challenge	
Closure 3 min	<i>"What part of your body turns the rope?"</i>	

DIFFERENTIATION

Easier: Split rope (half in each hand) to practice rhythm.

Harder: Backward jumps and criss-cross.

SAFETY

Space out rope stations; ropes are never swung as toys.

ASSESSMENT

Rope skill ladder.

TEACHER NOTES

Rhythm & Rope Showcase

Goal: Students build and perform a short routine.

Standards: 1, 3 (2024 SHAPE America)



EQUIPMENT

Ropes, music, scarves

TEACHING CUES

Start together • Finish with a freeze

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Jump rope challenge: beat your best count in 30 seconds.	
Skill Focus 8 min	Show how to put 4 moves together into a dance.	Explain the showcase: 4 tricks or moves with a clear start and finish.
Practice Game Day 1 • 15 min	Groups of 4 create and practice a 4-move dance.	Groups create and practice routines.
Practice Game Day 2 • 15 min	Perform dances for the class.	Performances with "glow and grow" feedback from classmates.
Fitness Finisher 5 min	Whole-class dance	
Closure 3 min	<i>"What was one "glow" you saw today?"</i>	

DIFFERENTIATION

Easier: 2-move routines.

Harder: 6-move routines with a partner trick.

SAFETY

Space between groups while practicing.

ASSESSMENT

Rope ladder or dance checklist.

TEACHER NOTES

Cooperative Reset



BIG IDEA

“A fresh start: we rebuild routines and teamwork after the break.”

STUDENTS WILL

- Review class expectations
- Work as a team in cooperative challenges
- Reflect on being a good teammate

VOCABULARY

expectations

reset

teammate

reflection

WEEKS IN THIS UNIT

WEEK 19

Cooperative Reset

Standards 3

EQUIPMENT CHECKLIST

☐ Parachute

☐ Hoops

☐ Soft balls

☐ Poly spots

UNIT ASSESSMENTS

Week 19: Written or verbal self-reflection.

WEEK 19 • UNIT 6: COOPERATIVE RESET

Cooperative Reset

Goal: Students review routines and rebuild teamwork after the break.

Standards: 3 (2024 SHAPE America)



EQUIPMENT

Parachute, hoops, soft balls, poly spots

TEACHING CUES

Eyes up • Listen • Help your team

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Find a spot and copy the leader (same as Week 1).	
Skill Focus 8 min	Review the stop signal and personal space.	Review class expectations and revise them if needed.
Practice Game Day 1 • 15 min	Parachute games from Week 2.	Island Crossing with a new rule: every person must speak once.
Practice Game Day 2 • 15 min	Bridge Tag from Week 3.	Group Juggle, trying for a class record.
Fitness Finisher 5 min	Station Cards 7, 8, 9	
Closure 3 min	<i>"One thing I'll do to be a good teammate this semester."</i>	

DIFFERENTIATION

Easier: Smaller groups.

Harder: A silent round.

SAFETY

Revisit boundaries and tagging rules.

ASSESSMENT

Written or verbal self-reflection.

TEACHER NOTES

Striking



BIG IDEA

“Striking is about timing, a steady contact surface, and aiming for space.”

STUDENTS WILL

- Strike with hands and a short-handled paddle
- Rally with a partner
- Hit to open space in net games

VOCABULARY

strike

rally

forehand

backhand

ready position

serve

WEEKS IN THIS UNIT

WEEK 20

Striking with Hands

Standards 1

WEEK 21

Striking with Paddles

Standards 1

WEEK 22

Net Games

Standards 1, 2

EQUIPMENT CHECKLIST

- | | |
|--|--|
| ☐ Balloons | ☐ Beach balls |
| ☐ Volleyball trainers | ☐ Short-handled paddles |
| ☐ Foam balls | ☐ Low nets or ropes |
| ☐ Paddles | ☐ Rope nets |

UNIT ASSESSMENTS

Week 20: Striking checklist: hand.

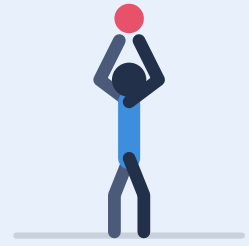
Week 21: Striking checklist: paddle.

Week 22: Game-play observation.

Striking with Hands

Goal: Students strike a light object upward with the hand and control it.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Balloons, beach balls, volleyball trainers

TEACHING CUES

Flat hand • Get under it • Push up

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Balloon keep-up alone, counting touches.	
Skill Focus 8 min	Teach striking with a flat hand and moving under the balloon.	Teach the forearm pass (bump) and the set (fingertips).
Practice Game Day 1 • 15 min	Balloon strikes with different body parts (hand, elbow, knee).	Bump and set to self, then to a partner.
Practice Game Day 2 • 15 min	Keep It Up with a partner.	Groups of 4 keep it up for 20 touches.
Fitness Finisher 5 min	Station Cards 5, 17	
Closure 3 min	<i>"Where does your body go to hit the balloon up?"</i>	

DIFFERENTIATION

Easier: Balloons for everyone.

Harder: Lighter volleyballs; alternate bump and set.

SAFETY

Plenty of space; eyes on the object.

ASSESSMENT

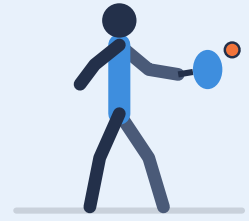
Striking checklist: hand.

TEACHER NOTES

Striking with Paddles

Goal: Students strike a balloon or ball with a short-handled paddle.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Short-handled paddles, balloons, foam balls, low nets or ropes

TEACHING CUES

Shake hands with the paddle • Flat face • Low to high

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Balance a ball on the paddle while walking.	
Skill Focus 8 min	Teach the handshake grip and tapping a balloon up.	Teach forehand and backhand.
Practice Game Day 1 • 15 min	Balloon tap-ups, counting hits in a row.	Wall rallies with forehand and backhand.
Practice Game Day 2 • 15 min	Paddle balance relay.	Partner rallies over a low rope net.
Fitness Finisher 5 min	Station Cards 23, 29	
Closure 3 min	"Show me the handshake grip."	

DIFFERENTIATION

Easier: Balloons instead of balls.
Harder: Alternate forehand and backhand.

SAFETY

Paddles stay below shoulder height;
space between pairs.

ASSESSMENT

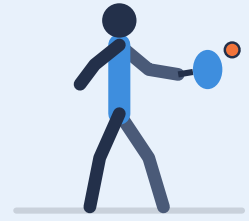
Striking checklist: paddle.

TEACHER NOTES

Net Games

Goal: Students rally over a net and use simple strategy.

Standards: 1, 2 (2024 SHAPE America)



EQUIPMENT

Balloons, beach balls, paddles, foam balls, rope nets

TEACHING CUES

Ready position • Hit to open space • Back to base

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Partner rally count: how many hits in a row?	
Skill Focus 8 min	Teach "hit it over, where nobody is."	Teach the underhand serve.
Practice Game Day 1 • 15 min	Balloon volleyball, 4 per side.	Newcomb (throw-and-catch volleyball).
Practice Game Day 2 • 15 min	Beach ball volleyball with one catch allowed.	2v2 paddle games over a low net.
Fitness Finisher 5 min	Station Cards 15, 26	
Closure 3 min	<i>"Where should you hit to score?"</i>	

DIFFERENTIATION

Easier: Catches allowed; a lower net.

Harder: No catching; 3-hit rule.

SAFETY

Stay on your side; no reaching under the net.

ASSESSMENT

Game-play observation.

TEACHER NOTES

Dribbling & Invasion Games



BIG IDEA

“Keep control, keep your eyes up, and move into open space.”

STUDENTS WILL

- Dribble with hands and feet while moving
- Pass and move to open space
- Play small-sided games fairly

VOCABULARY

dribble

crossover

open space

defend

mark

invasion game

WEEKS IN THIS UNIT

WEEK 23

Dribbling with Hands

Standards 1

WEEK 24

Dribbling with Feet

Standards 1

WEEK 25

Invasion Games

Standards 2, 3

EQUIPMENT CHECKLIST

- | | |
|--|----------------------------------|
| ☐ Playground balls or baskets | ☐ Cones |
| ☐ Soccer balls | ☐ Pinnies |
| ☐ Foam balls | |

UNIT ASSESSMENTS

Week 23: Dribble control observation.

Week 24: Dribble a 6-cone course without losing control.

Week 25: Game-play observation rubric.

Dribbling with Hands

Goal: Students dribble with finger pads and eyes up while moving.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Playground balls or basketballs, cones

TEACHING CUES

Finger pads • Push down • Eyes up

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Stationary dribble: high, low, left hand, right hand.	
Skill Focus 8 min	Teach dribbling with finger pads instead of slapping.	Teach the crossover and protecting the ball with the body.
Practice Game Day 1 • 15 min	Dribble in personal space, then while walking.	Dribble through a crowded space without touching anyone.
Practice Game Day 2 • 15 min	Red Light, Green Light dribbling.	Dribble Tag: keep dribbling while tagging and dodging.
Fitness Finisher 5 min	Station Cards 19, 20	
Closure 3 min	<i>"Why do we keep our eyes up?"</i>	

DIFFERENTIATION

Easier: Catch between dribbles.

Harder: Non-dominant hand only.

SAFETY

Heads up to avoid collisions.

ASSESSMENT

Dribble control observation.

TEACHER NOTES

WEEK 24 • UNIT 8: DRIBBLING & INVASION GAMES

Dribbling with Feet

Goal: Students dribble with small touches and keep the ball close.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Soccer balls, cones

TEACHING CUES

Small touches • Inside and outside • Keep it close

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Foot-dribble to a cone and back.	
Skill Focus 8 min	Teach small touches with the inside of the foot.	Teach feints and changes of direction.
Practice Game Day 1 • 15 min	Cone slalom.	1v1 channel: dribble past a defender to the end line.
Practice Game Day 2 • 15 min	Traffic Light Dribble: green = fast, yellow = slow, red = stop with the sole.	Protect Your Ball: keep your ball while trying to knock others' out of the area.
Fitness Finisher 5 min	Station Cards 10, 28	
Closure 3 min	"Why do we use small touches?"	

DIFFERENTIATION

Easier: Walk while dribbling.

Harder: Outside of the foot only.

SAFETY

Kick the ball, never people.

ASSESSMENT

Dribble a 6-cone course without losing control.

TEACHER NOTES

Invasion Games

Goal: Students pass, move to open space, and defend in small-sided games.

Standards: 2, 3 (2024 SHAPE America)



EQUIPMENT

Pinnies, foam balls, cones, soccer balls

TEACHING CUES

Pass and move • Find space • Communicate

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Partner passing on the move.	
Skill Focus 8 min	Teach "pass and go."	Teach getting open and marking a player.
Practice Game Day 1 • 15 min	Pass and Go in groups of 3.	3v3 end-zone ball.
Practice Game Day 2 • 15 min	Keep-away with a foam ball; no stealing from hands.	3v3 small soccer or pinball.
Fitness Finisher 5 min	Station Cards 24, 28	
Closure 3 min	<i>"How do you get open?"</i>	

DIFFERENTIATION

Easier: 3v1 or 3v2.

Harder: Everyone must touch the ball before a score.

SAFETY

No contact; no stealing from hands.

ASSESSMENT

Game-play observation rubric.

TEACHER NOTES

Balance & Body Management



BIG IDEA

“Strong, still, and safe: control your body in balances and rolls.”

STUDENTS WILL

- Hold balances on different body parts
- Roll and transfer weight safely
- Build and perform a movement sequence

VOCABULARY

balance

base of support

counter-balance

weight transfer

sequence

WEEKS IN THIS UNIT

WEEK 26

Balance & Shapes

Standards 1, 2

WEEK 27

Rolls & Sequences

Standards 1, 2

EQUIPMENT CHECKLIST

- | | |
|--|--|
| ☐ Mats | ☐ Balance challenge cards |
| ☐ Low beam or tape line | ☐ Incline mat (optional) |

UNIT ASSESSMENTS

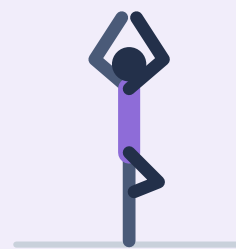
Week 26: Hold 3 different balances for 5 seconds.

Week 27: Sequence checklist.

Balance & Shapes

Goal: Students hold balances on different body parts and make body shapes.

Standards: 1, 2 (2024 SHAPE America)



EQUIPMENT

Mats, balance challenge cards, low beam or tape line

TEACHING CUES

Tight muscles • Eyes on one spot • Hold still

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Balance challenge cards: hold each for 5 seconds.	
Skill Focus 8 min	Teach wide, narrow, curled, and twisted shapes.	Teach counter-balance and counter-tension with partner safety rules.
Practice Game Day 1 • 15 min	Balance on 1, 2, 3, then 4 body parts.	Partner balances.
Practice Game Day 2 • 15 min	Tape-line beam walk forward, sideways, and backward.	Tripod and inverted balances for students who are ready.
Fitness Finisher 5 min	Station Cards 22, 30	
Closure 3 min	<i>"What helps you hold a balance?"</i>	

DIFFERENTIATION

Easier: Wider base; hold a partner.

Harder: Eyes closed; smaller base.

SAFETY

Mats under all balances; spotters for partner balances.

ASSESSMENT

Hold 3 different balances for 5 seconds.

TEACHER NOTES

Rolls & Sequences

Goal: Students transfer weight safely and perform a short sequence.

Standards: 1, 2 (2024 SHAPE America)



EQUIPMENT

Mats, incline mat (optional)

TEACHING CUES

Chin to chest • Round like a ball • Hands first

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Log rolls and egg rolls on mats.	
Skill Focus 8 min	Teach the log roll, egg roll, and rocking.	Teach the forward roll (incline mat if available) and cartwheel prep.
Practice Game Day 1 • 15 min	Rolling stations.	Roll and weight-transfer practice.
Practice Game Day 2 • 15 min	Balance-roll-balance sequence.	Build and perform a 4-part sequence: balance, roll, jump, shape.
Fitness Finisher 5 min	Station Cards 16, 29	
Closure 3 min	“Why do we tuck our chin?”	

DIFFERENTIATION

Easier: Log and egg rolls only.

Harder: Add a jump with a turn.

SAFETY

One student per mat; no rolls without instruction.

ASSESSMENT

Sequence checklist.

TEACHER NOTES

Striking & Fielding



BIG IDEA

“Hit it, field it, and know where the play goes.”

STUDENTS WILL

- Bat off a tee with a level swing
- Field ground balls and throw to a target
- Play modified striking and fielding games

VOCABULARY

stance

level swing

field

base

force out

WEEKS IN THIS UNIT

WEEK 28

Batting off a Tee

Standards 1

WEEK 29

Fielding & Modified Games

Standards 1, 2

EQUIPMENT CHECKLIST

- | | |
|---|------------------------------------|
| ☐ Batting tees | ☐ Foam bats |
| ☐ Large foam balls | ☐ Bases |
| ☐ Tees | ☐ Balls |
| ☐ Cones | |

UNIT ASSESSMENTS

Week 28: Batting checklist.

Week 29: Game-play observation: fielding and base running.

WEEK 28 • UNIT 10: STRIKING & FIELDING

Batting off a Tee

Goal: Students hit a ball off a tee with a level swing.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Batting tees, foam bats, large foam balls, bases

TEACHING CUES

Side-on • Knuckles lined up • Step and swing level

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Partner throw and catch.	
Skill Focus 8 min	Teach the batting stance and swing.	Teach grip, stance, and a level swing.
Practice Game Day 1 • 15 min	Hit a large ball off a tee into a wide zone.	Hit to target zones (left, center, right).
Practice Game Day 2 • 15 min	Hit and run to one base.	Batting stations.
Fitness Finisher 5 min	Station Cards 6, 12	
Closure 3 min	"Which way should your side face when you bat?"	

DIFFERENTIATION

Easier: Larger balls and bats.
Harder: Smaller balls; soft toss.

SAFETY

Batting circles; bats are dropped, never thrown.

ASSESSMENT

Batting checklist.

TEACHER NOTES

Fielding & Modified Games

Goal: Students field grounders, throw to a base, and play a simple game.

Standards: 1, 2 (2024 SHAPE America)



EQUIPMENT

Tees, foam bats, balls, bases, cones

TEACHING CUES

Get in front • Glove down • Alligator hands

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Partner grounders.	
Skill Focus 8 min	Teach "alligator hands" for fielding.	Teach fielding positions and force outs.
Practice Game Day 1 • 15 min	Field a rolled ball and throw to a target.	Modified tee-ball, 5–6 per team.
Practice Game Day 2 • 15 min	Hit-and-run game with no outs; everyone runs once.	Modified kickball, 5–6 per team.
Fitness Finisher 5 min	Station Card 28	
Closure 3 min	<i>"What are alligator hands?"</i>	

DIFFERENTIATION

Easier: Rolled balls only.

Harder: Throw to a base for a force out.

SAFETY

Batting circle; fielders spread out.

ASSESSMENT

Game-play observation: fielding and base running.

TEACHER NOTES

Fitness Post-Test



BIG IDEA

“Compare with yourself: how far have you come?”

STUDENTS WILL

- Repeat the fitness tests
- Compare results with personal goals
- Plan to stay active

VOCABULARY

post-test

progress

goal

reflection

WEEKS IN THIS UNIT

WEEK 30

Fitness Post-Test

Standards 2, 4

EQUIPMENT CHECKLIST

- | | |
|--|---------------------------------------|
| ☐ Station Cards | ☐ Fitness logs |
| ☐ Stopwatch | ☐ Mats |

UNIT ASSESSMENTS

Week 30: Fitness log complete with pre- and post-test.

Fitness Post-Test

Goal: Students measure fitness again and compare with their goals.

Standards: 2, 4 (2024 SHAPE America)



EQUIPMENT

Station Cards, fitness logs, stopwatch, mats

TEACHING CUES

Compare with yourself, not others

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Student-chosen 3-station circuit.	
Skill Focus 8 min	"Then and now" talk: what can you do now that was hard before?	Review goals from Week 15.
Practice Game Day 1 • 15 min	Station Card circuit.	Post-test: cardio.
Practice Game Day 2 • 15 min	Station Card circuit with student favorites.	Post-test: strength and flexibility, then reflection.
Fitness Finisher 5 min	Cool-down stretch	
Closure 3 min	<i>"Did you meet your goal? What helped?"</i>	

DIFFERENTIATION

Easier: Modified positions.

Harder: Set summer activity goals.

SAFETY

Scores stay private.

ASSESSMENT

Fitness log complete with pre- and post-test.

TEACHER NOTES

Target Games



BIG IDEA

“Aim small, move smooth, and follow through to the target.”

STUDENTS WILL

- Roll and toss for accuracy
- Throw and catch a flying disc
- Keep score in target games

VOCABULARY

target

accuracy

backhand

release

follow through

WEEKS IN THIS UNIT

WEEK 31

Rolling & Tossing at Targets

Standards 1

WEEK 32

Flying Discs

Standards 1

EQUIPMENT CHECKLIST

- | | |
|---|--|
| ☐ Playground balls | ☐ Pins or cones |
| ☐ Buckets | ☐ Bean bags |
| ☐ Yarn balls | ☐ Soft flying discs |
| ☐ Hoops | ☐ Cones |

UNIT ASSESSMENTS

Week 31: Accuracy challenge: hit 3 of 5 targets.

Week 32: 5 successful partner throws and catches.

WEEK 31 • UNIT 12: TARGET GAMES

Rolling & Tossing at Targets

Goal: Students roll and toss for accuracy at targets of different sizes.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Playground balls, pins or cones, buckets, bean bags, yarn balls

TEACHING CUES

Step with opposite foot • Swing low • Follow through

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Bean bag toss into hoops at 3 distances.	
Skill Focus 8 min	Teach the underhand roll.	Teach aiming: eyes on the target, arm swings straight.
Practice Game Day 1 • 15 min	Bowling with plastic pins or cones.	Bocce-style game with a target ball.
Practice Game Day 2 • 15 min	Bucket Toss for 1, 2, or 3 points.	Bean bag board toss with scoring.
Fitness Finisher 5 min	Station Cards 3, 12	
Closure 3 min	<i>"What does your arm do after you let go?"</i>	

DIFFERENTIATION

Easier: Closer targets.
Harder: Non-dominant hand.

SAFETY

Retrieve on the signal only.

ASSESSMENT

Accuracy challenge: hit 3 of 5 targets.

TEACHER NOTES

WEEK 32 • UNIT 12: TARGET GAMES

Flying Discs

Goal: Students throw a disc with a backhand throw and catch it.

Standards: 1 (2024 SHAPE America)



EQUIPMENT

Soft flying discs, hoops, cones

TEACHING CUES

Side-on • Flat disc • Snap the wrist • Point after

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Disc flip-and-catch, then partner rolls.	
Skill Focus 8 min	Teach the backhand grip.	Teach the backhand throw and the pancake catch.
Practice Game Day 1 • 15 min	Throw discs into large hoops.	Partner throws, stepping back after each catch.
Practice Game Day 2 • 15 min	Disc Bowling: slide a disc at cones.	Disc golf course with hoops as holes.
Fitness Finisher 5 min	Station Cards 15, 23	
Closure 3 min	<i>"How do you keep the disc flat?"</i>	

DIFFERENTIATION

Easier: Larger soft discs; shorter distance.
Harder: Curve throws; longer holes.

SAFETY

Throw only when the path is clear.

ASSESSMENT

5 successful partner throws and catches.

TEACHER NOTES

Outdoor Games & Orienteering



BIG IDEA

“Read the land, work as a team, and play fair.”

STUDENTS WILL

- Read and orient a simple map
- Complete an orienteering course with a partner
- Use strategy and sportsmanship in games

VOCABULARY

map

orient

marker

strategy

sportsmanship

WEEKS IN THIS UNIT

WEEK 33

Orienteering

Standards 2, 4

WEEK 34

Playground & Strategy Games

Standards 2, 3

EQUIPMENT CHECKLIST

- | | |
|--|--|
| ☐ Maps of the gym and field | ☐ Cones with letter codes |
| ☐ Clipboards | ☐ Pencils |
| ☐ Four square balls | ☐ Chalk |
| ☐ Flags | ☐ Pinnies |
| ☐ Cones | |

UNIT ASSESSMENTS

Week 33: Course completion card.

Week 34: Sportsmanship self-assessment.

Orienteering

Goal: Students read a simple map and move to find markers.

Standards: 2, 4 (2024 SHAPE America)



EQUIPMENT

Maps of the gym and field, cones with letter codes, clipboards, pencils

TEACHING CUES

Turn the map to match • Stay with your partner

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Follow the Arrows course of cones in the gym.	
Skill Focus 8 min	Teach reading a picture map of the gym.	Teach turning (orienting) the map to match the land.
Practice Game Day 1 • 15 min	Picture-map hunt in the gym.	Field course with 8–10 numbered markers and letter codes.
Practice Game Day 2 • 15 min	Picture-map hunt outside.	Timed team orienteering course.
Fitness Finisher 5 min	Jog back to base	
Closure 3 min	<i>“What helped you find the markers?”</i>	

DIFFERENTIATION

Easier: Picture maps; fewer markers.

Harder: More markers; timed course.

SAFETY

Stay within boundaries; use the buddy system.

ASSESSMENT

Course completion card.

TEACHER NOTES

Playground & Strategy Games

Goal: Students play classic games fairly and use simple strategy.

Standards: 2, 3 (2024 SHAPE America)



EQUIPMENT

Four square balls, chalk, flags, pinnies, cones

TEACHING CUES

Plan • Communicate • Play fair • Shake hands

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Student-choice tag game from earlier in the year.	
Skill Focus 8 min	Teach four square and hopscotch rules for recess.	Teach team strategy planning (1-minute huddle).
Practice Game Day 1 • 15 min	Four square.	Capture the Flag.
Practice Game Day 2 • 15 min	Hopscotch and circle games.	Steal the Bacon.
Fitness Finisher 5 min	Station Cards 5, 28	
Closure 3 min	<i>"What makes someone a good sport?"</i>	

DIFFERENTIATION

Easier: Simpler rules; smaller areas.

Harder: Add strategy limits (e.g., 2 guards only).

SAFETY

Gentle tags; clear boundaries.

ASSESSMENT

Sportsmanship self-assessment.

TEACHER NOTES

Field Day & Year Wrap-Up



BIG IDEA

“Celebrate a year of moving, learning, and teamwork.”

STUDENTS WILL

- Participate in Field Day events
- Lead or help at a station (grades 3–5)
- Reflect on growth this year

VOCABULARY

station

leader

celebration

reflection

WEEKS IN THIS UNIT

WEEK 35

Field Day Preparation

Standards 3, 4

WEEK 36

Field Day & Year Wrap-Up

Standards 4

EQUIPMENT CHECKLIST

- | | |
|--|--|
| ☐ Sacks | ☐ Sponges |
| ☐ Buckets | ☐ Bean bags |
| ☐ Parachute | ☐ Cones |
| ☐ All Field Day equipment | ☐ Station signs |
| ☐ Water | |

UNIT ASSESSMENTS

Week 35: Helpers explain their station to the teacher.

Week 36: Year-end reflection sheet.

Field Day Preparation

Goal: Students practice Field Day events; grades 3–5 learn to lead a station.

Standards: 3, 4 (2024 SHAPE America)



EQUIPMENT

Sacks, sponges, buckets, bean bags, parachute, cones

TEACHING CUES

Explain it simply • Show it • Cheer them on

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Field Day event previews in quick rotation.	
Skill Focus 8 min	Walk through each event and its rules.	Train as station helpers.
Practice Game Day 1 • 15 min	Practice the sack or hop race and bean bag relay.	Groups learn one station's rules and safety.
Practice Game Day 2 • 15 min	Practice the sponge relay and parachute.	Practice explaining the station to a younger student.
Fitness Finisher 5 min	Station Cards 1, 24	
Closure 3 min	<i>"How will you help younger students on Field Day?"</i>	

DIFFERENTIATION

Easier: Pair helpers.

Harder: Helpers design a station variation.

SAFETY

Hydration plan and shade.

ASSESSMENT

Helpers explain their station to the teacher.

TEACHER NOTES

WEEK 36 • UNIT 14: FIELD DAY & YEAR WRAP-UP

Field Day & Year Wrap-Up

Goal: Students celebrate the year and reflect on their growth.

Standards: 4 (2024 SHAPE America)



EQUIPMENT

All Field Day equipment, station signs, water

TEACHING CUES

Have fun • Be kind • Cheer everyone

	GRADES K–2	GRADES 3–5
Instant Activity 5 min	Field Day opening: whole-school cheer.	
Skill Focus 8 min	Field Day: rotate through stations with a grade 5 helper.	Field Day station leaders and participants.
Practice Game Day 1 • 15 min	Field Day: 10–12 stations, 8–10 minutes each.	Field Day.
Practice Game Day 2 • 15 min	Favorite games day; draw a favorite PE memory.	Favorite games day and written reflection.
Fitness Finisher 5 min	Cool-down stretch	
Closure 3 min	<i>“What was your favorite part of PE this year?”</i>	

DIFFERENTIATION

Easier: Buddy support at every station.

Harder: Lead a station.

SAFETY

Water, shade, and sunscreen.

ASSESSMENT

Year-end reflection sheet.

TEACHER NOTES



Emergency Sub Plans

5 complete days any substitute can run, with no PE background needed.

Substitute Information

Fill this page in once and keep it with the plans. Read the rules aloud at the start of every class.

Teacher name

Room / gym location

Office extension

Nurse extension

Fire drill exit

Equipment location

**Students with medical or
behavior notes**

Helpful students

Class routines

STOP SIGNAL

Blow the whistle or raise a hand and say **“Freeze!”** Students stop, put hands on knees, and look at you. Practice it 3 times at the start of class.

RULES TO READ ALOUD

1. Safe bodies. 2. Listen at the signal. 3. Be kind. 4. Help put equipment away.

IF THINGS GET OFF TRACK

Stop the game and have everyone sit. Restart with a simpler game from these plans, or play Simon Says until the class is calm.

SUB PLAN • DAY 1

Tag Games

Equipment: cones, poly spots, bean bags, foam balls, music



Warm-Up 5 minutes	Walk, jog, skip, and gallop around the gym, changing when you call it.
Grades K–2 20 minutes	Red Light, Green Light; then Freeze Tag with 2 taggers holding foam noodles. Change taggers every 2 minutes.
Grades 3–5 20 minutes	Everybody's It tag (tagged students do 5 jumping jacks, then rejoin); then Sharks and Minnows.
Cool-Down 5 minutes	Slow walk, 3 stretches, and one question: "What does safe tagging look like?"

SUB TIP

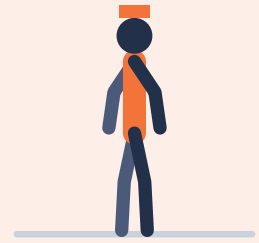
Start every class with the stop signal practice. If a game is not working after 2 minutes, stop it and move to the next one.

NOTES FOR THE TEACHER

SUB PLAN • DAY 2

Bean Bag Challenges

Equipment: cones, poly spots, bean bags, foam balls, music



Warm-Up 5 minutes	Each student balances a bean bag on their head, shoulder, and hand while walking.
Grades K–2 20 minutes	Toss bean bags into hoops at 3 distances. Bean Bag Freeze: walk with it on your head; if it falls, freeze until a friend puts it back.
Grades 3–5 20 minutes	Partner toss-and-catch, taking a step back after each catch. Team relay: carry the bean bag on your head to a cone and back.
Cool-Down 5 minutes	Collect bean bags by color, stretch, and share a favorite game.

SUB TIP

Start every class with the stop signal practice. If a game is not working after 2 minutes, stop it and move to the next one.

NOTES FOR THE TEACHER

SUB PLAN • DAY 3

Fitness Stations

Equipment: cones, poly spots, bean bags, foam balls, music



Warm-Up 5 minutes	Jumping jacks, arm circles, and high knees (10 each). Set out Station Cards 1–6 at 6 cones.
Grades K–2 20 minutes	Groups of 4 rotate every 2 minutes. Play music and switch when it stops.
Grades 3–5 20 minutes	Groups rotate every 90 seconds for 2 rounds, trying the harder version on round 2.
Cool-Down 5 minutes	Pulse check and stretch.

SUB TIP

Start every class with the stop signal practice. If a game is not working after 2 minutes, stop it and move to the next one.

NOTES FOR THE TEACHER

SUB PLAN • DAY 4

Cooperative Games

Equipment: cones, poly spots, bean bags, foam balls, music



Warm-Up 5 minutes	Mirror Partners: one leads, the other copies, then switch.
Grades K–2 20 minutes	Partner bean bag pass (no dropping); then Bridge Tag.
Grades 3–5 20 minutes	Hoop Pass around a circle; Group Juggle in circles of 6–8.
Cool-Down 5 minutes	"Say one kind thing to a teammate."

SUB TIP

Start every class with the stop signal practice. If a game is not working after 2 minutes, stop it and move to the next one.

NOTES FOR THE TEACHER

SUB PLAN • DAY 5

Classic Games

Equipment: cones, poly spots, bean bags, foam balls, music



Warm-Up 5 minutes	Follow the Leader with a student leader.
Grades K–2 20 minutes	Simon Says with movement skills; then Four Corners.
Grades 3–5 20 minutes	Rob the Nest with 4 teams and bean bags; then Steal the Bacon with a foam ball.
Cool-Down 5 minutes	Line up quietly. Leave a note for the teacher using the feedback form.

SUB TIP

Start every class with the stop signal practice. If a game is not working after 2 minutes, stop it and move to the next one.

NOTES FOR THE TEACHER

Sub Feedback Form

Thank you for teaching PE today! Please fill this out and leave it on the teacher's desk.

Substitute name

Date

Classes seen

WHAT WENT WELL

ANY PROBLEMS?

STUDENTS WHO WERE ESPECIALLY HELPFUL

ANYTHING ELSE?



Fitness Station Task Cards

30 illustrated cards with easier and harder versions. Print, laminate, and post at stations.

1

JUMPING JACKS

CARDIO



EASIER

Step-out jacks

HARDER

Seal jacks (clap in front)

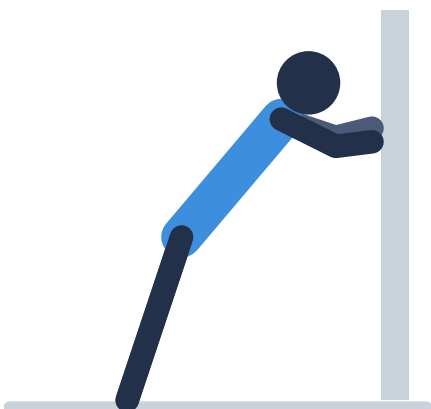
K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

2

WALL PUSH-UPS

STRENGTH



EASIER

Feet close to the wall

HARDER

Knee or full push-ups

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

3

CURL-UPS

CORE

EASIER

Knee taps

HARDER

Curl-up with a 2-second pause



K-2: 30–45 seconds • 3–5: 45–60 seconds

© Ready Set PE

4

BUTTERFLY STRETCH

FLEXIBILITY

EASIER

Sit tall and breathe

HARDER

Lean forward gently



K-2: 30–45 seconds • 3–5: 45–60 seconds

© Ready Set PE

5

HIGH KNEES

CARDIO



EASIER

Marching knees

HARDER

Fast high knees

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

6

SQUATS

STRENGTH



EASIER

Sit to a chair and stand

HARDER

Squat with a jump

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

7

BEAR CRAWL

STRENGTH

EASIER

Bear hold in place



HARDER

Bear crawl backward

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

8

CRAB WALK

STRENGTH

EASIER

Crab hold in place



HARDER

Crab walk with a kick

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

9

PLANK

CORE

EASIER

Knee plank



HARDER

Plank with shoulder taps

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

10

MOUNTAIN CLIMBERS

CARDIO

EASIER

Slow climbers



HARDER

Fast climbers

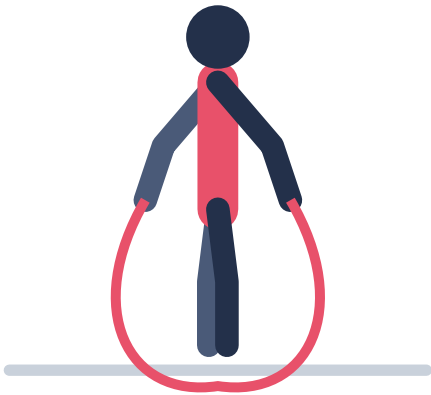
K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

11

JUMP ROPE

CARDIO



EASIER

Jump over a rope on the floor

HARDER

Alternate feet

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

12

LUNGES

STRENGTH



EASIER

Stationary split squat

HARDER

Walking lunges

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

13

SUPERMAN HOLD

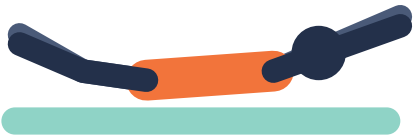
CORE

EASIER

Lift arms only

HARDER

Arms and legs, 10-second hold



K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

14

TOE-TOUCH STRETCH

FLEXIBILITY

EASIER

Hands on knees

HARDER

Hands flat on the floor



K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

15

SKATERS

CARDIO



EASIER

Side step

HARDER

Side jump

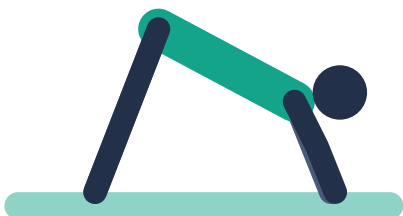
K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

16

INCHWORMS

FLEXIBILITY + STRENGTH



EASIER

Walk hands out 3 steps

HARDER

Add a push-up

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

17

BICYCLE CRUNCHES

CORE

EASIER

Slow knee-to-elbow

HARDER

Fast, full range



K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

18

TUCK JUMPS

CARDIO

EASIER

Two-foot hops

HARDER

Knees to chest



K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

19

CONE TAPS

AGILITY



EASIER

Tap the cone slowly

HARDER

Fast alternating feet

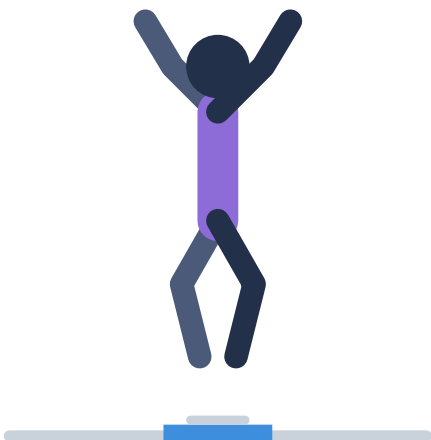
K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

20

LINE HOPS

AGILITY



EASIER

Two-foot hops over a line

HARDER

One-foot hops

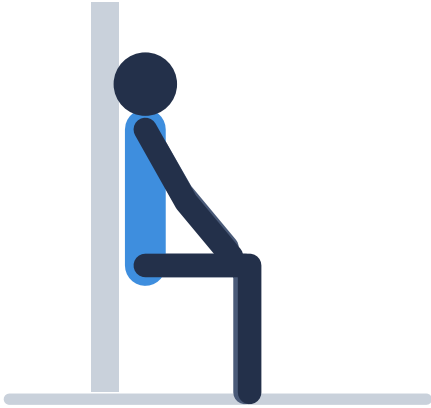
K-2: 30-45 seconds • 3-5: 45-60 seconds

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21

WALL SIT

STRENGTH



EASIER

Hold 10 seconds

HARDER

Hold 30 seconds

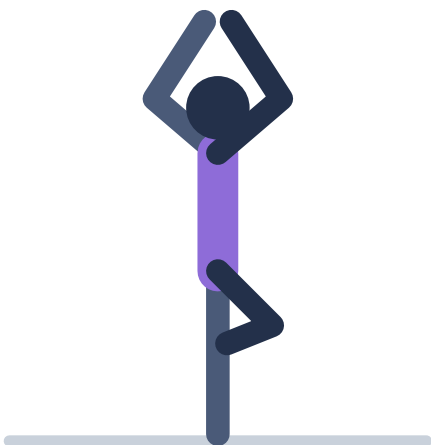
K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

22

TREE POSE

BALANCE



EASIER

Toe stays on the floor

HARDER

Foot on calf, eyes closed

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

23

ARM CIRCLES

FLEXIBILITY



EASIER

Small circles

HARDER

Big circles, then reverse

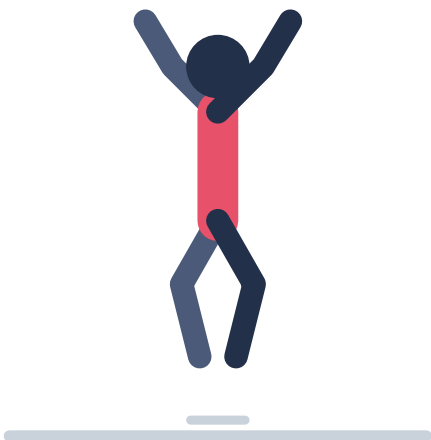
K-2: 30-45 seconds • 3-5: 45-60 seconds

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24

BURPEES

CARDIO + STRENGTH



EASIER

Step-back burpees

HARDER

Burpee with a jump

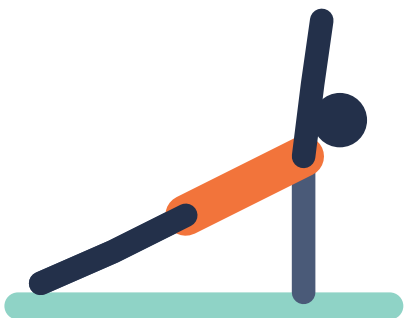
K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

25

SIDE PLANK

CORE



EASIER

Knee side plank

HARDER

Full side plank

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

26

FROG JUMPS

STRENGTH



EASIER

Small frog hops

HARDER

Big frog jumps

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

27

BALL TOSS SIT-UPS

CORE



EASIER

Hold the ball, curl up

HARDER

Toss the ball up at the top

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

28

SHUTTLE RUN

CARDIO + AGILITY



EASIER

Walk between cones

HARDER

Sprint and touch each line

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

29

CAT-COW STRETCH

FLEXIBILITY

EASIER

Slow cat-cow



HARDER

Add thread-the-needle

K-2: 30-45 seconds • 3-5: 45-60 seconds

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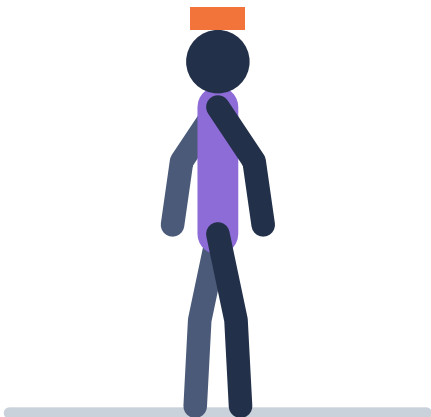
30

BEAN BAG BALANCE WALK

BALANCE

EASIER

Bean bag on your hand



HARDER

Bean bag on your head along a line

K-2: 30-45 seconds • 3-5: 45-60 seconds

© Ready Set PE

Station Recording Sheet (Grades 3–5)

Name _____

Class _____

Date _____

#	Station	Reps / Time	#	Station	Reps / Time
1	Jumping Jacks		16	Inchworms	
2	Wall Push-Ups		17	Bicycle Crunches	
3	Curl-Ups		18	Tuck Jumps	
4	Butterfly Stretch		19	Cone Taps	
5	High Knees		20	Line Hops	
6	Squats		21	Wall Sit	
7	Bear Crawl		22	Tree Pose	
8	Crab Walk		23	Arm Circles	
9	Plank		24	Burpees	
10	Mountain Climbers		25	Side Plank	
11	Jump Rope		26	Frog Jumps	
12	Lunges		27	Ball Toss Sit-Ups	
13	Superman Hold		28	Shuttle Run	
14	Toe-Touch Stretch		29	Cat-Cow Stretch	
15	Skaters		30	Bean Bag Balance Walk	

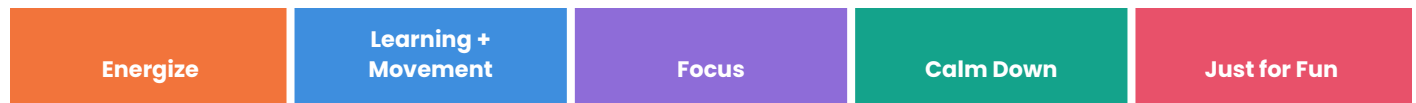


Classroom Brain Break Cards

24 one- to three-minute movement breaks for beside the desk. No equipment needed.

How to Use the Brain Break Cards

Print, cut apart, and keep the cards in a ring or envelope. Pick a card by purpose: **Energize** after sitting, **Learning + Movement** during lessons, **Focus** before a test, **Calm Down** after recess, and **Just for Fun** any time.



Tips for classroom teachers

- Use a brain break every 20–30 minutes of seated work.
- Keep it short: 1–3 minutes, then straight back to work.
- Let students pick the card once routines are set.
- Push chairs in first so there is room to move.

Shake It Out

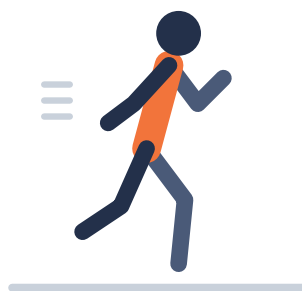


Shake right hand 8 times, then left hand, right foot, left foot. Repeat with 4, 2, and 1.

ENERGIZE

#1

Desk Jog



Jog in place beside your desk. Speed up on "fast!" and slow down on "slow!"

ENERGIZE

#2

Rock, Paper, Scissors Jacks



Play with a neighbor. Winner does 5 jumping jacks; the other does 5 squats.

ENERGIZE

#3

Would You Rather Move



"Swim or fly?" "Run or jump?" Act out your choice for 20 seconds.

ENERGIZE

#4

Weather Report



Act out sunshine (reach up), rain (fingers wiggle down), wind (sway), and a thunderstorm (stomp).

ENERGIZE

#5

Math Moves



The teacher says a math fact. Jump the answer in place.

LEARNING + MOVEMENT

#6

Spelling Squats



Spell a word aloud. Squat on vowels, reach high on consonants.

LEARNING + MOVEMENT

#7

True or False Freeze



True: stand tall. False: crouch low. The teacher reads a statement from today's lesson.

LEARNING + MOVEMENT

#8

Count by Moves



Skip-count by 2s, 5s, or 10s with a new movement for each number.

LEARNING + MOVEMENT

#9

Mirror Me

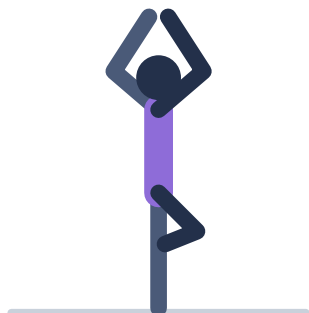


Face a partner. Leader moves slowly; partner copies. Switch after 30 seconds.

FOCUS

#10

Balance Challenge



Stand on one foot for 20 seconds. Switch feet. Try it with eyes closed.

FOCUS

#11

Cross-Crawl



Touch right hand to left knee, then left hand to right knee, 20 times.

FOCUS

#12

Finger Count Challenge

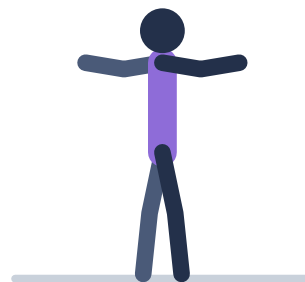


Count to 10 on one hand while the other hand makes circles. Switch.

FOCUS

#13

Freeze Statue



Move to music. When it stops, freeze in a statue shape.

FOCUS

#14

Balloon Breath

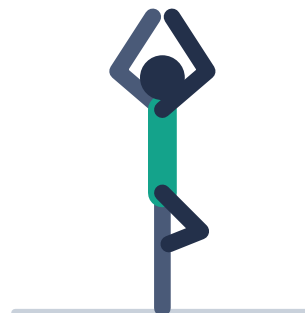


Breathe in for 4 counts, hold for 4, breathe out for 4. Repeat 3 times.

CALM DOWN

#15

Tree Pose



Hold tree pose, hands together at your chest. Breathe slowly.

CALM DOWN

#16

Shoulder Rolls



Roll shoulders slowly forward 5 times, then backward 5 times.

CALM DOWN

#17

Stretch and Reach

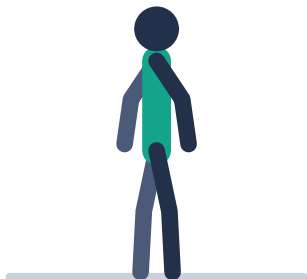


Reach up tall, fold down slowly, then reach side to side.

CALM DOWN

#18

5-4-3-2-1



Name 5 things you see, 4 you hear, 3 you can touch, 2 you smell, 1 you taste.

CALM DOWN

#19

Animal Moves



Move in place like a bear, frog, flamingo, then snake.

JUST FOR FUN

#20

Air Instruments



Play air drums, guitar, and piano along with a song.

JUST FOR FUN

#21

Superhero Poses



Hold 3 superhero power poses for 10 seconds each.

JUST FOR FUN

#22

Sports Charades



One student acts out a sport; the class guesses.

JUST FOR FUN

#23

Silent Dance Party



Dance to music for 1 minute with no talking.

JUST FOR FUN

#24



Assessments

Printable rubrics, class checklists, and student sheets that match every unit.

Teamwork Rubric (Weeks 3, 19)

Area	1 Beginning	2 Developing	3 Proficient
Listening	Talks over others	Listens when reminded	Listens and uses others' ideas
Encouragement	No positive words	Encourages sometimes	Encourages teammates often
Participation	Stays out of the task	Joins in part of the time	Fully involved the whole time
Fair play	Argues or blames	Follows rules with reminders	Follows rules, accepts outcomes

Class: _____ Date: _____

Student	Listening	Encourage-ment	Partici-pation	Fair play	Total /12

Locomotor Skill Checklist (Weeks 4–7)

Skill	Look for 1	Look for 2	Look for 3
Hop	Stays on one foot	Swing leg pumps	Lands on ball of foot
Jump	Arms swing back, then forward	Takes off with both feet	Lands softly on both feet
Gallop	Same foot leads	Back foot never passes	Brief flight phase
Slide	Body faces sideways	Feet do not cross	Brief flight phase
Skip	Step-hop pattern	Alternates feet	Arms swing in opposition
Leap	Takes off on one foot	Lands on the other foot	Legs stretch in the air

Score each: **1** = Beginning • **2** = Developing • **3** = Proficient (all 3 look-fors seen)

Student	Hop	Jump	Gallop	Slide	Skip	Leap

Throw, Catch & Kick Skill Check (Weeks 8–11)

Skill	Look for 1	Look for 2	Look for 3
Underhand	Arm swings back	Steps with opposite foot	Follows through to target
Overhand	Side to target	Steps with opposite foot	Follows through across body
Catch	Hands ready in front	Eyes on the ball	Catches with hands only
Kick	Plant foot beside ball	Inside or laces contact	Follows through to target
Pass/Trap	Toe points to target	Ball stays low	Soft-foot trap stops ball

Score each: **1** = Beginning • **2** = Developing • **3** = Proficient (all 3 look-fors seen)

Student	Under-hand	Over-hand	Catch	Kick	Pass / Trap

My Fitness Log (Grades 3–5)

Name _____

Class _____

Test	Pre-test Week 12	My goal Week 15	Post-test Week 30	Met my goal?
Cardio (laps or time)				Yes / Not yet
Push-ups				Yes / Not yet
Curl-ups				Yes / Not yet
Sit-and-reach (inches)				Yes / Not yet
My choice: _____				Yes / Not yet

MY GOAL (SPECIFIC, MEASURABLE, REACHABLE BY WEEK 30)

WHAT I WILL DO TO REACH MY GOAL

WEEK 30 REFLECTION: WHAT HELPED ME IMPROVE?

Scores are private between you and your teacher. Compare with yourself, not others.

Jump Rope Skill Ladder (Weeks 17–18)

Name: _____ Start at the bottom. Check a rung when you do it 5 times in a row!

10	Long rope jump-in + 5 jumps	☐
9	Long rope run-through	☐
8	Criss-cross	☐
7	Backward jump	☐
6	Skier (front and back)	☐
5	Side to side	☐
4	Basic bounce, 20 in a row	☐
3	Basic bounce, 5 in a row	☐
2	Turn the rope over and step over it	☐
1	Jump over a still rope on the floor	☐

Striking & Batting Checklist (Weeks 20–22, 28)

Skill	Look for 1	Look for 2	Look for 3
Hand strike	Flat hand contact	Gets under the object	Controls the direction
Paddle	Handshake grip	Flat paddle face	Swings low to high
Batting	Side-on stance	Level swing	Steps toward the ball

Score each: **1** = Beginning • **2** = Developing • **3** = Proficient (all 3 look-fors seen)

Game-Play Observation (Weeks 22, 25, 29)

During small-sided games, score each student 1–3 on each column. Watch 4–6 students per game.

Student	Moves to open space	Good passes / throws	Back to ready position	Plays fairly

Orienteering Course Card (Week 33)

Team names _____

Start time _____

Finish time _____

Find each marker and write its letter code in the box.

Marker 1	Marker 2	Marker 3	Marker 4	Marker 5
Marker 6	Marker 7	Marker 8	Marker 9	Marker 10

Make it yours: draw a simple map of your gym or field on the back of this card and number the marker spots.

My Year in PE (Grades K–2)

Name: _____

Draw your favorite thing you learned or did in PE this year.



MY FAVORITE THING WAS

My Year in PE (Grades 3–5)

Name

Class

MY FAVORITE UNIT WAS ____ BECAUSE

THE SKILL I IMPROVED THE MOST

A GOAL I MET THIS YEAR

HOW I WILL STAY ACTIVE THIS SUMMER

ONE THING I WANT MY PE TEACHER TO KNOW



Thank you!

I hope your students love these lessons. If this resource helped you,
a quick review in my store means the world and helps other
teachers find it.

Ready Set PE