

Incorporating Core Curriculum 1.0

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Incorporating Core Curriculum in PE 1.0

Oklahoma Academic Standards for Physical Education

- Locomotor (S1.E1)
- Manipulatives (S1.E13, S1.E14)
- Engages in Physical Activity (S3.E2)

Oklahoma Academic Standards for Health Education

- Identify the recommended amount of physical activity for children. (1. PA.2.1)
- Describe a variety of ways to be physically active. (1. PA.2.2)
- Identify ways to increase daily physical activity. (1. PA.5.1)
- Describe the importance of choosing a variety of ways to be physically active. (1. PA.5.2)

Health Behavior Outcomes

Engage in moderate to vigorous physical activity for at least 60 minutes every day. (PA-1)

Lesson Objectives

By the end of this lesson students will be able to:

- Identify the recommended amount of physical activity for children.
- Demonstrate ways to incorporate physical activity into daily life.
- Perform locomotor skills (e.g. skipping, galloping, hopping, running, sliding, leaping while maintaining balance).
- Throw underhand and overhand balls to a partner or target with reasonable accuracy.
- Catch a self-tossed or well-thrown ball or object.
- Actively participate and engage in physical education class in response to instruction and practice.

Introduction

Hello, my name is (insert here)! I work for the Tulsa Health Department School Health Program, and I am a health teacher.

Health Definition

Our definition of health is:

- Health is when my body feels good, my brain feels good, and I feel safe to learn, grow and play.



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Physical Education Introduction

- Being active is good for your body and your mind! It helps your heart and lungs stay strong, makes your bones and muscles grow, and can even help you feel less worried or sad. When we learn how to stay active, we're learning how to take care of ourselves and stay healthy for life!
- Today, we're going to have fun moving! We will be doing activities that assist learning letters, numbers, and colors while also enhancing sorting skills and gross motor abilities. Let's work together, stay safe, and have a great time learning and playing!

Ask & Discuss

- How many minutes of **physical activity**, or exercise, should children get every day?
 - 60 minutes of physical activity is the recommended amount of physical activity for children to get every day.
- What are different ways to be physically active?
 - Playing at the park, jumping on the trampoline, swimming, riding bikes, walking a dog.
- What are the **benefits** of being physically active?
 - Improves and strengthens the heart, lungs, brain, muscles & bones.
- Why is it important to choose a **variety** of ways to be physically active?
 - Different activities help to improve different parts of the body. For example, running is good for cardiovascular health. Lifting weights is good for muscular strength and endurance. Stretching improves flexibility.

Summary

- Children should get 60 minutes of physical activity each day through fun activities like playing at the park, swimming, riding bikes, or walking a dog. Being active in a variety of ways benefits the heart, lungs, brain, muscles, and bones while improving different aspects of health such as cardiovascular fitness, strength, and flexibility.



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References

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Alphabet Scramble Relay

Grades: PreK – 1st

Objectives:

- Students will practice working in teams while practicing various locomotor skills and letter recognition.

Materials:

- Plastic alphabet letters (6 sets)
- Numbered cones 1-6 (2 sets)

Set-Up:

- Place numbered cones on each end of the playing area.
- Place alphabet letters next to each cone on one end of the playing area.

Directions:

- Divide students into teams.
- Each team will line up behind a numbered cone.
- The first student will perform a locomotor movement across the playing area where they will choose a letter to take back to their team.
- Students will take turns collecting letters until all letters have been collected.
- When all letters are collected students will put letters in alphabetical order.

Variations:

- Students will collect letters in alphabetical order.



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Alphabet Letter Matching

Grades: PreK – 2nd

Objectives:

- Students will practice working in teams while practicing various locomotor skills and letter recognition.

Materials:

- Plastic alphabet letters (6 sets)
- Numbered cones 1-6 (2 sets)
- Alphabet poly spots (2 sets)

Set-Up:

- Place numbered cones on one end of the playing area (one per team).
- Assign and place a set of alphabet letters (physical cards or plastic letters) near each cone — one full set per team.
- Scatter alphabet poly spots randomly throughout the playing area.

Directions:

- Divide students into teams, with each team lining up behind a numbered cone.
- Each team will have a pile of alphabet letters at their cone.
- On their turn, a student will:
 - Pick one letter from their team's pile.
 - Search the playing area for the matching alphabet poly spot.
 - Once found, place their letter on the matching spot.
 - Return to their team and go to the end of the line.
- Repeat until all the team's letters are correctly placed on the poly spots

Variations:

- Students will do an exercise at each poly spot before placing their letter onto it.
- Students will trace the poly spot letter with their finger before placing their letter onto it.
- Reverse the game to get all letters back to each team. Students will collect letters in alphabetical order.



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Color Hunt

Grades: PreK – 1st

Objectives:

- Students will practice working in teams while practicing various locomotor skills and color recognition.

Materials:

- Numbered cones (2 sets)
- Poly spots (alphabet, numbers, shapes)

Set-Up:

- Place numbered cones on each end of the playing area.
- Scatter poly spots randomly throughout the playing area. Use different colors of poly spots to match each team.

Directions:

- Divide students into teams.
- Each team will line up behind a cone at opposite ends of the playing area.
- On their turn, the first student from each team will:
 - Perform a locomotor movement (e.g., skipping, galloping, hopping) across the playing area.
 - Search for a poly spot that matches their team's color.
 - Pick it up and return to their team.
- The next student takes a turn, continuing the pattern.
- Continue until all matching poly spots have been collected by each team.

Variations:

- Students will do an exercise at each poly spot before collecting it.
- Students will trace and identify the letter, number, or shape before collecting the poly spot.



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Number Hunt

Grades: PreK - 2nd

Objectives:

- Students will practice working in teams while practicing various locomotor skills and number recognition.

Materials:

- Numbered cones (2 sets)
- Numbered poly spots
- Numbered cards

Set-Up:

- Place numbered cones at each end of the playing area — one per team.
- Each team will have a set of numbered cards at their cone.
- Scatter numbered poly spots randomly throughout the playing area.

Directions:

- Divide students into teams, with each team lining up behind a numbered cone.
- On their turn, each student will:
 - Take one numbered card from their team's pile.
 - Move into the playing area to find the matching numbered poly spot.
 - Place the card on the matching poly spot.
 - Return to their team and go to the end of the line.
- Teams will take turns until their number cards have been matched and placed on the correct poly spots.

Variations:

- Students will do an exercise at each poly spot before placing their number onto it.
- Students will trace the poly spot number with their finger before placing their number onto it.
- Reverse the game to get all numbers back to each team. Students will collect numbers in chronological order.



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Alphabet Scramble

Grades: K – 6th

Objectives:

- Students will practice spelling by underhand tossing a bean bag.

Materials:

- Numbered cones
- Alphabet poly spots
- Bean bags
- Word cards
- Alphabet cards (one set per pair)

Set-Up:

- Place numbered cones outside the playing area — one per pair. At each cone, place:
 - A bean bag
 - A ball (optional, if used in a later variation)
- Scatter alphabet poly spots inside the playing area.
- Under each poly spot, place a word card that begins with the letter on the poly spot (*Example: A = ant, B = ball, C = cat, etc.*).
- Prepare a separate set of alphabet cards for drawing (A–Z).

Directions:

- Divide students into pairs and assign each pair to a numbered cone.
- Each pair will:
 - Draw an alphabet card from the shuffled stack.
 - Perform a locomotor movement (e.g., skipping, hopping) with their bean bag to find the alphabet poly spot that matches the letter drawn.
 - Lift the poly spot to reveal and read the word card underneath.
- Take turns or work together to underhand toss the bean bag while spelling the word aloud, one letter per toss.
- After successfully spelling the word:
 - The pair returns to their cone.
 - Draws a new alphabet card.
 - Repeats the process.



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Bean Bag Bonanza Spelling

Grades: K – 5th

Objectives:

- Students will practice letter recognition and spelling while performing underhand toss.

Materials:

- Numbered cones (2 sets)
- Alphabet poly spots
- Large bucket
- Bean bags

Set-Up:

- Place numbered cones outside the playing area with a bean bag.
- Place a large bucket in the center of the playing area.
- Scatter alphabet poly spots around the playing area surrounding the bucket.

Directions:

- Divide students into teams.
- Teams will line up behind a numbered cone.
- The first student in each team will perform a locomotor movement (e.g., skipping, galloping, jumping) while carrying their bean bag to an alphabet poly spot.
- The student will stand on the poly spot and underhand toss the bean bag toward the bucket.
- If the bean bag lands in the bucket the student picks up the alphabet poly spot they were standing on.
- Next the student will retrieve their bean bag from the bucket and will return to their team.
- The next student in line will go.
- If the bean bag misses the bucket, then the student retrieves their bean bag and returns to their team without collecting a poly spot.
- Continue until all alphabet poly spots have been collected from the playing area.
- Each team uses their collected alphabet poly spots to spell as many words as possible.
- Use dry erase boards or paper to write the words.



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Variations:

- Students can add their points by counting the numbers that are on the back of the alphabet poly spots.

Goal 10 BINGO

Grades: 2nd – 5th

Objectives:

- Students will perform various locomotor movements while calculating math equations trying to get a BINGO.

Materials:

- Goal 10 BINGO cards (Addition, Subtraction, Multiplication)
- Numbered cones (2 sets)
- Numbered poly spots
- Basket
- Dry erase markers
- Dodge balls (6)

Set-Up:

- Place the basket in the center of the playing area.
- Scatter numbered poly spots around the playing area surrounding the basket.
- Place numbered cones outside of the playing area to designate team's starting line with a Goal 10 BINGO sheet, dodge ball, and dry erase marker.

Directions:

- Divide students into groups.
- The first student will solve any math equation on the Goal 10 BINGO sheet.
- That student will perform a locomotor movement while carrying their dodge ball to the numbered poly spot in the playing area that matches the answer to the math equation (if the math equation on the BINGO sheet was $9+3$ then the student will find the poly spot with the number 12 on it).
- The student will stand on the poly spot and will toss the dodge ball into the basket.
- If the dodge ball makes it into the basket, the student will mark the math equation complete on their Goal 10 BINGO sheet.
- If the dodge ball does not make it in the basket, the student will get the bean bag and their turn is over. That equation will not get marked complete.
- The process continues until the team has answered and made a bucket for 10 math equations on their Goal 10 BINGO sheets.



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Roll Six

Grades: 2nd – 5th

Objectives:

- Students will practice working in teams while practicing various locomotor skills and number recognition.

Materials:

- Cones (6)
- Numbered (1-6) or bean bags (6 sets)
- Foam dice (6)

Set Up:

- Place cones on one end of the playing area — one cone per team.
- Place a foam die at each cone.
- On the opposite end, place numbered cones (e.g., 1–6) spread out or in a visible line.

Directions:

- Divide students into teams, with each team lining up behind a cone.
- The first student in each team will:
 - Roll the foam die.
 - Perform a locomotor movement (e.g., skipping, hopping, galloping) to retrieve the numbered cone that matches the number rolled.
- If the number cone for that number is:
 - Still available the student brings it back to their team.
 - Already collected, the student must return the duplicate numbered cone to its original spot before heading back to tag the next teammate.
- Teams take turns until all numbered cones have been successfully collected, one of each number per team.

Math Chart Relay

Grades: 1st – 5th

Objectives:

- Students will practice math skills while engaging in physical activity.

Materials:

- Laminated math chart sheets
- Numbered cones (1-6)
- Foam dice
- Dry erase markers
- Lysol wipes

Set-Up:

- Place numbered cones at one end of the playing area — one per team.
- At each cone, place a foam die.
- On the opposite end, place Math Chart sheets (with columns labeled: *# Rolled* and *Total*) and dry erase markers — one set per team.

Directions:

- Divide students into groups and have each team line up behind a numbered cone.
- The first student in each team will roll the foam die.
- Perform a locomotor movement (e.g., skip, hop, gallop) to their team's Math Chart.
- In the chart:
 - Write the number rolled in the “# Rolled” column.
 - Add it to the current total and write the new sum in the “Total” column.
- Perform the same locomotor movement back to tag the next person in line.
- The next student repeats the same process:
 - Roll the die.
 - Travel to the chart using a locomotor skill.
 - Add the new number to the running total and record it.
- Continue taking turns and adding until the team's total reaches exactly 100 points.

Variations:

- Designate different types of math equations.



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Start	# Rolled	Total
5		
2		
6		
10		
9		
1		
11		
3		
8		
4		
7		
12		



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Clusters Level 2

Grades: 2nd – 5th

Objectives:

- Students will perform various locomotor movements while calculating math equations.

Materials:

- Music
- Math equations

Set-Up:

- Define the playing area (gym, field, or open classroom space).
- Space cones around to designate a playing area.

Directions:

- Students will move around the playing area using a locomotor movement (e.g., skipping, jogging, hopping).
- When the music stops, the instructor will call out a math equation (e.g., $5 + 2$).
- Students must:
 - Solve the equation and then form a “cluster” of students equal to the correct answer (e.g., 7 students for $5 + 2$).
- Each group will perform an exercise matching the answer (e.g., 7 jumping jacks).
- Once complete, the music starts again, and the game continues with a new equation.



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Roll to 100

Grades: 1st – 5th

Objectives:

- Students will practice math skills while engaging in physical activity.

Materials:

- Laminated roll to 100 sheets
- Numbered cones (1-6)
- Foam dice
- Dry erase markers
- Lysol wipes

Set-Up:

- Place numbered cones and foam die on one end of the playing area.
- Place Roll to 100 sheets and dry erase markers at the other end of the playing area.

Directions:

- Divide students into teams.
- Each team will line up behind a numbered cone.
- Students will take turns rolling the die.
- Students will take turns and will perform a locomotor movement to their teams Roll to 100 sheets.
- Students will write the number they rolled into the first column.
- The next student will roll the die and write their number in the second column. They will then add the two numbers together and will write the answer in the total column.
- For example, if the first student rolled a 2 and the second student rolled a 4 the answer is 6 (if the teacher designated the math problem as addition).
- Students will continue to add until a group reaches 100 points.

Variations:

- Designate different types of math equations.



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Telephone Spelling

Grades: 2nd – 5th

Objectives:

- Students will practice communication skills while spelling words and exercising.

Materials:

- Word cards
- Poly spots
- Dry erase markers
- Copy paper

Set-Up:

- Place poly spots in a line, one per student.
- Place copy paper, and a dry erase marker at the end of the poly spot line.

Directions:

- Divide students into teams.
- Each student will stand on a poly spot in their team line.
- Students will begin by performing an exercise that is provided by the instructor.
- The instructor will show the first student in each row a word card.
- The student will discretely tell the next student in the row the word and spelling. If the word is “cat” the first person in line will say CAT and spell C-A-T.
- Students in the row will continue saying and spelling the word until they reach the last person in the row.
- The last student in the row will write down the word.
- Students will rotate positions in the row and will be given a new word and a new exercise each round.



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Collaborative Numbers

Grades: K – 5th

Objectives:

- Students will practice working in teams while practicing various locomotor skills and number recognition.

Materials:

- Collaborative numbers posters
- Numbered cones (2 sets)
- Dry erase markers

Set-up:

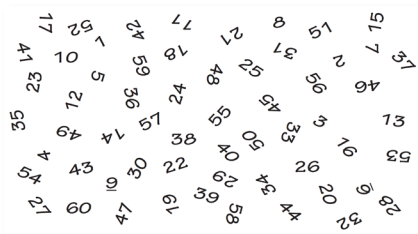
- Place numbered cones on one end of the playing area (one per group).
- At the opposite end, place a collaborative number sheet (with numbers 1 to X) and a dry erase marker for each group.

Directions:

- Divide students into groups, with each group lining up behind a numbered cone.
- The first student in each group will:
 - Perform a locomotor movement (e.g., skipping, hopping, galloping) to the collaborative number sheet.
 - Circle the number 1 using the dry erase marker.
 - Return to their team and go to the end of the line.
- The next student will repeat the locomotor movement and circle the next number in order (2, then 3, etc.).
- Continue until all numbers have been circled in order.

Variations:

- Students will circle odds or even numbers.
- Students will circle multiples of 3's, 4's, 5's, etc.



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