

Incorporating Core Curriculum in PE 2.0

PreK	K
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1 st	2 nd
<ul style="list-style-type: none"> ABC Caterpillar pg. 8 Math Tagg pg. 54 Triangle Math pg. 55 	<ul style="list-style-type: none"> Math Tagg pg. 54 Word Wizard pg. 10 Math Scramble pg. 49
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<ul style="list-style-type: none"> Letter TAGG pg. 40-41 Word Scramble Run pg. 6 Is it Odd or Even? pg. 51 	<ul style="list-style-type: none"> Math Tagg (multiplication) pg. 54 Word Toss pg. 3 Fastest Math in the West pg. 48
5 th	Wrap-up
<ul style="list-style-type: none"> Math Tagg (multiplication) pg. 54 Word Toss pg. 3 Fastest Math in the West pg. 48 	<ul style="list-style-type: none"> Toss Tagg Secret Poly Spot Catch

Refer to “TAGG-ED Lesson Book” by TaggTime for full descriptions listed above.



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Incorporating Core Curriculum 2.0

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.

Materials

- TaggEd Lesson Book



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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.

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.



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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.

References

Taggart, Tim, *Tagg-Ed Lesson Book*. Tagg Time LLC.

Toss Tagg

Grades: K – 5th

Objectives:



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- Students will practice underhand serving.
- Students will try to avoid taggers.

Materials:

- TAGG-ED Balls
- Music

Set-Up:

- Students partner up and stand 4-6 feet apart with a ball.

Directions:

- Students will practice an underhand server to their partner while music is playing.
- When music stops, the partner with the ball becomes the tagger.
- The partner without the ball will try and avoid being tagged by their partner.
- When the partner is tagged by the tagger, the students resume practicing an underhand serve.
- If the students do not get tagged while the music is paused, they will resume practicing an underhand server when the music starts.

Variations:

- Students practice underhand serve with pool noodles.
- Students practice underhand passes, bounce passes, etc.

Secret Poly Spot Catch

Grades: K – 5th

Objectives:



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- Students will practice underhand passing.

Materials:

- TAGG-ED Balls
- Secret Poly Spots
- Music

Set Up:

- Place poly spots randomly around the playing area.
- Pass out one ball to partners.

Directions:

- Partnered students will stand on separate poly spots close in proximity.
- Partner 1 with the ball will pass the ball to partner 2.
- When partner 2 catches the ball, they will look under the poly spot to reveal the color they will throw from next.
- Partner 2 will find a poly spot that is the color they revealed. Students need to be sure the secret color is facing down before they leave the poly spot.
- Partner 2 will then pass the ball to partner 1 from the color revealed.
- Partner 1 will look under their spot to reveal the color they will throw from next.
- The process is repeated.

Variations:

- Use bounce passes, underhand throwing, overhand throwing etc....



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