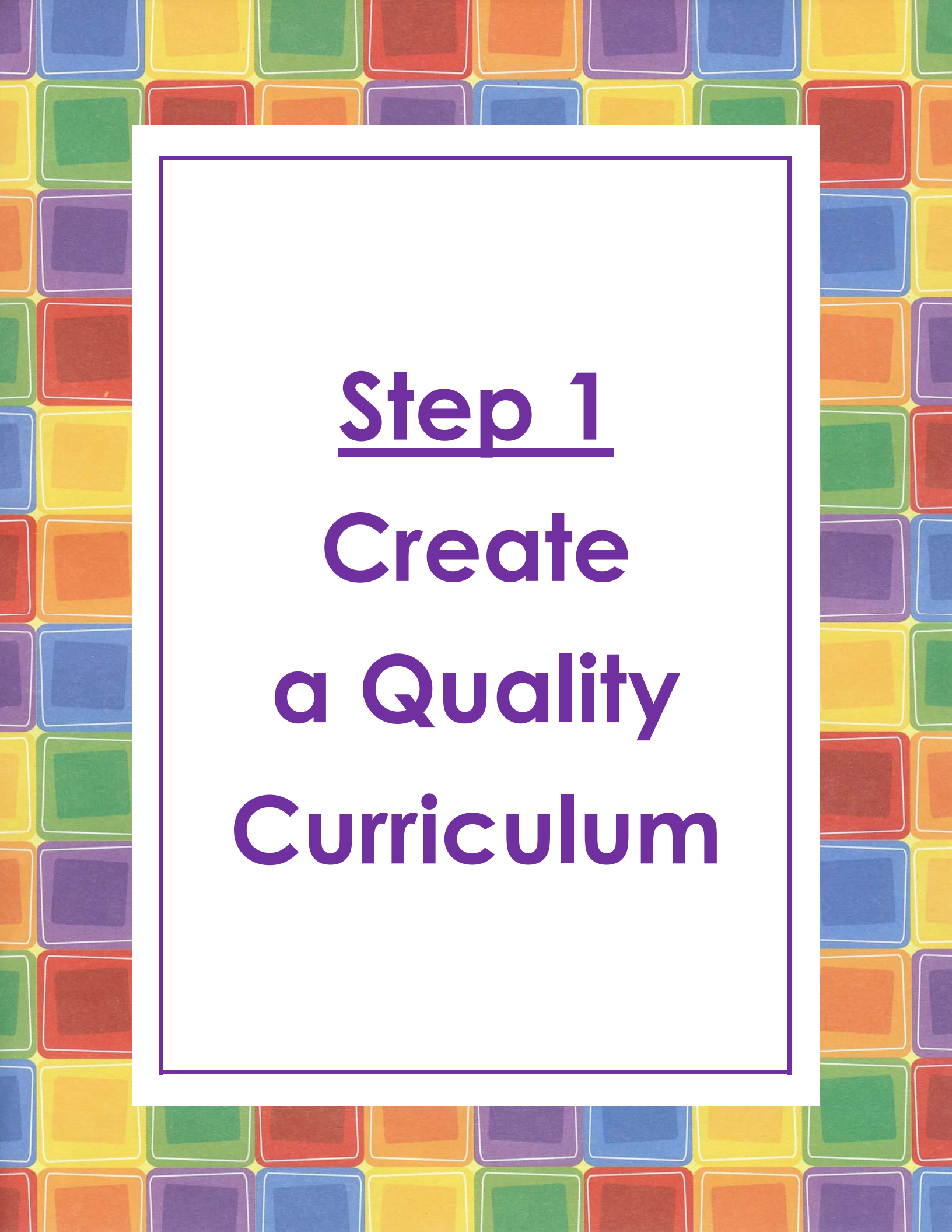


**Quality
P. E. Plan
for
St. Mary
Cathedral
Elementary**

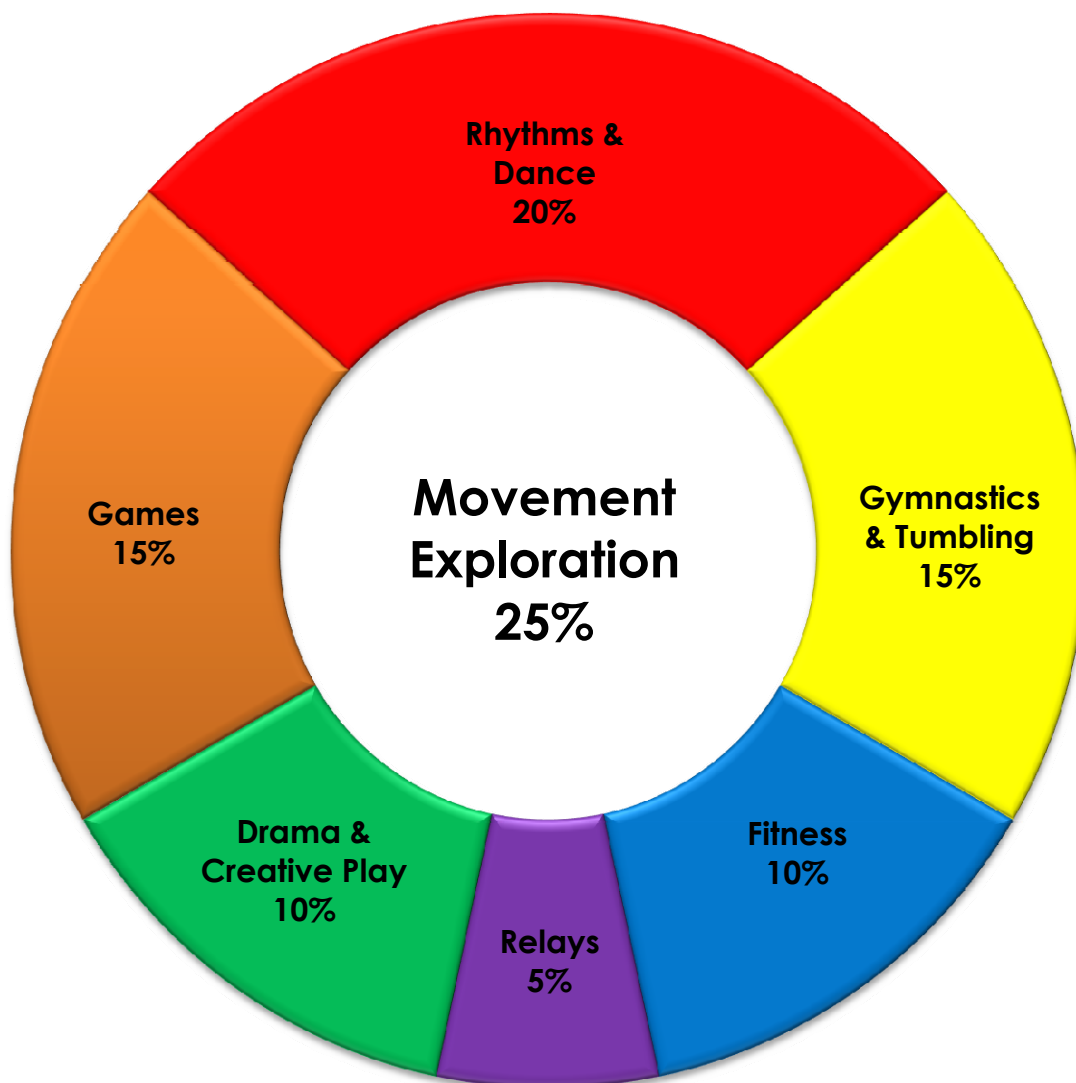


Step 1
Create
a Quality
Curriculum

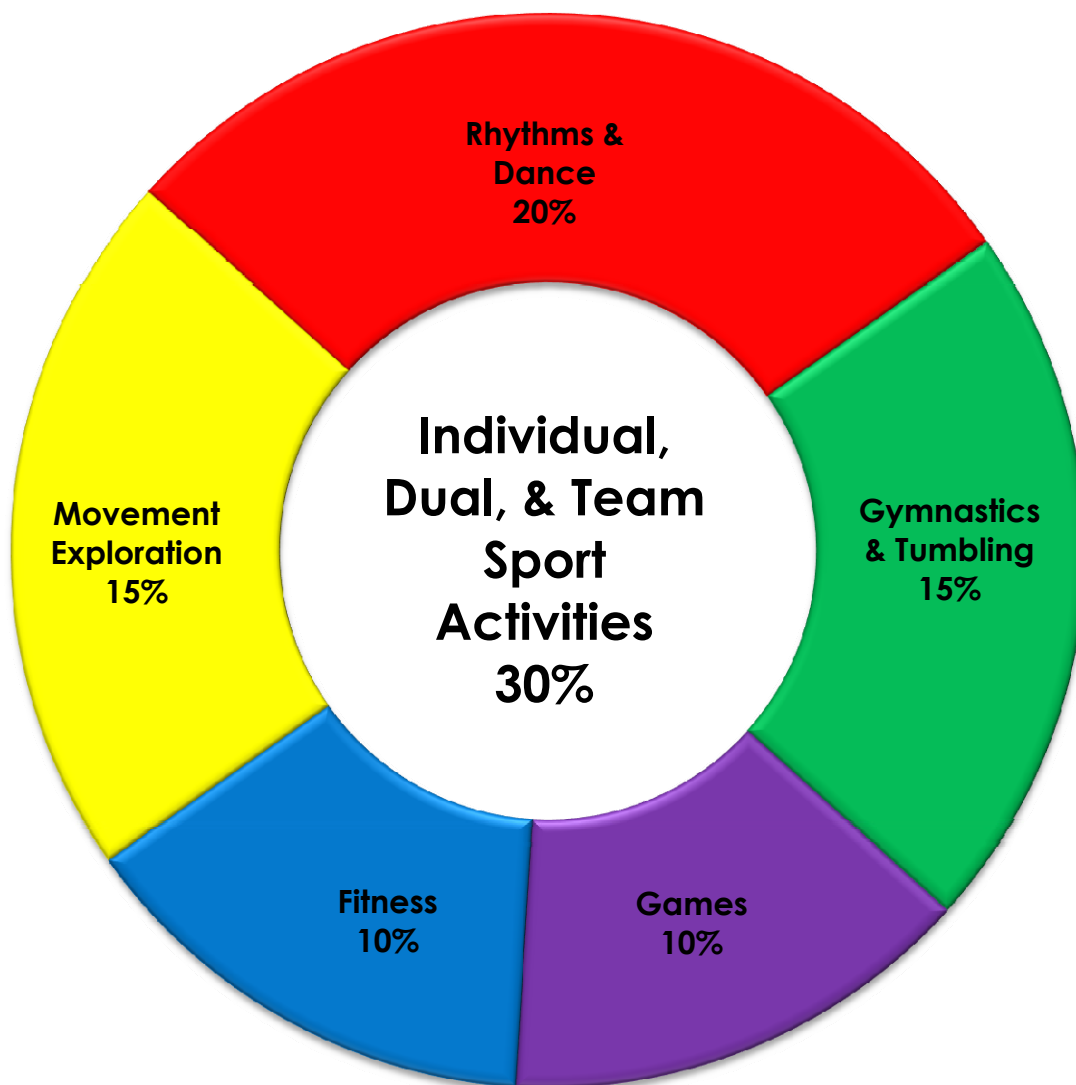
Examine the breadth and depth of professional information available. Some examples are:

- National Standards for Physical Education;
- Indiana's Academic Standards for Physical Education (2008);
- WLCSC's Physical Education Curriculum Guide;
- Shape of the Nation 2010: Status of Physical Education in the USA
- Information from professional journals and magazines:
 - Positive Physical Education Pledge;
 - The Physical Education Hall of Shame;
 - The Physical Education Hall of Shame, Part II;
 - The Physical Education Hall of Shame, Part III: Inappropriate Teaching Practices;
 - Physical Educator's List of Nevers;
 - Getting Into Groups, Pairs, Partners, Trios, Etc.;
 - 101 Ways to Line Up;
- Examine personal beliefs and practices with regards to this information:
 - Professional Philosophy
 - Mrs. Serra's 100% Rule

Mrs. Kristi Serra's Curriculum Guidelines for K-2 Physical Education



Mrs. Kristi Serra's Curriculum Guidelines for 3-5 Physical Education



Mrs. Kristi Serra's Physical Education Curriculum Calculations

St. Mary Cathedral Elementary
2008-2009

Grades K-2

Number of days in PE this year:	83.00	
Movement Exploration	25%	20.75
Rhythms and Dance	20%	16.60
Games	15%	12.45
Gymnastics and Tumbling	15%	12.45
Drama and Creative Play	10%	8.30
Fitness	10%	8.30
Relays	5%	4.15
Totals:	100%	83.00

Grades 3-5

Number of days in PE this year:	83.00	
Individual, Dual, & Team Sport Activities	30%	24.90
Rhythms and Dance	20%	16.60
Gymnastics and Tumbling	15%	12.45
Movement Exploration	15%	12.45
Fitness	10%	8.30
Games	10%	8.30
Totals:	100%	83.00

First Grade

Mrs. Lyles

1

DATES	MONDAY	WEDNESDAY	FRIDAY
Aug 16 Aug 18 Aug 20	NO SCHOOL Registration Day Faculty and Staff In-Service	NO SCHOOL First Day of School	Introduce Self & P. E. Policies Present Daily Warm-Up Routine A Equipment Experiment Stations
Aug 23 Aug 25 Aug 27	Present Daily Warm-Up Routine B PHYSICAL FITNESS TESTING curl-ups (sit-ups) test push-ups test	Daily Warm-Up Routine A PHYSICAL FITNESS TESTING sit-and-reach test	Daily Warm-Up Routine B PHYSICAL FITNESS TESTING pull-ups test
Aug 30 Sep 1 Sep 3	Daily Warm-Up Routine A PHYSICAL FITNESS TESTING shuffle run test	Daily Warm-Up Routine B PHYSICAL FITNESS TESTING flexed-arm hang test	Daily Warm-Up Routine A PHYSICAL FITNESS TESTING leftovers and/or missed items
Sep 6 Sep 8 Sep 10	NO SCHOOL Labor Day	Daily Warm-Up Routine B MOVEMENT AWARENESS Exploring Personal & General Space Identifying Boundaries	Daily Warm-Up Routine A MOVEMENT AWARENESS Directions, Pathways, & Patterns
Sep 13 Sep 15 Sep 17	Daily Warm-Up Routine B MOVEMENT AWARENESS Exploring Levels	Daily Warm-Up Routine A MOVEMENT AWARENESS Exploring Ranges	Daily Warm-Up Routine B MOVEMENT AWARENESS Exploring Walking Movements Quarter 1 Mid-Term
Sep 20 Sep 22 Sep 24	Daily Warm-Up Routine A MOVEMENT AWARENESS Exploring Running & Dodging	Daily Warm-Up Routine B MOVEMENT AWARENESS Exploring Leaping	NO SCHOOL Diocesan Teacher In-Service (Knoxville)
Sep 27 Sep 29 Oct 1	Daily Warm-Up Routine A MOVEMENT AWARENESS Exploring Jumping & Hopping	Daily Warm-Up Routine B MOVEMENT AWARENESS Hopscotch Games	Daily Warm-Up Routine A MOVEMENT AWARENESS Exploring Skipping, Galloping, & Side-Stepping
Oct 4 Oct 6 Oct 8	Daily Warm-Up Routine B MOVEMENT AWARENESS Sliding, Crawling, & Creeping	Daily Warm-Up Routine A MOVEMENT AWARENESS Locomotion Stations	Daily Warm-Up Routine B MOVEMENT AWARENESS Making Movement Sequences
Oct 11 Oct 13 Oct 15	Daily Warm-Up Routine A MOVEMENT AWARENESS Exploring Body Parts	Daily Warm-Up Routine B MOVEMENT AWARENESS Relationships of Body Parts	Daily Warm-Up Routine A MOVEMENT AWARENESS Cross-Lateral Combinations
Oct 18 Oct 20 Oct 22	Daily Warm-Up Routine B MOVEMENT AWARENESS Exploring Body Shapes	Daily Warm-Up Routine A MOVEMENT AWARENESS Exploring Static & Dynamic Body Shapes	NO SCHOOL Faculty In-Service End of Quarter 1

First Grade

Mrs. Lyles

DATES	MONDAY	WEDNESDAY	FRIDAY
Oct 25 Oct 27 Oct 29	Daily Warm-Up Routine B RHYTHMS & DANCE Fundamental Rhythms Introduction Even Rhythms: Walking	Daily Warm-Up Routine A RHYTHMS & DANCE Singing Movement Songs: "Did You Ever See a Lassie?" "Mulberry Bush"	Daily Warm-Up Routine B RHYTHMS & DANCE Even Rhythms: Running
Nov 1 Nov 3 Nov 5	Daily Warm-Up Routine A RHYTHMS & DANCE Even Rhythms: Jumping & Hopping	Daily Warm-Up Routine B RHYTHMS & DANCE Uneven Rhythms: Skipping	Daily Warm-Up Routine A RHYTHMS & DANCE Singing Movement Songs: "The Farmer in the Dell" "The Muffin Man"
Nov 8 Nov 10 Nov 12	Daily Warm-Up Routine B RHYTHMS & DANCE Uneven Rhythms: Galloping & Side-Stepping	NO CLASS Parent Conferences	Daily Warm-Up Routine A RHYTHMS & DANCE Singing Movement Songs: "Touch Your Toes" "Ten Little Indians"
Nov 15 Nov 17 Nov 19	Daily Warm-Up Routine B RHYTHMS & DANCE Body Part Rhythms	Daily Warm-Up Routine A RHYTHMS & DANCE Rhythm Sticks	Daily Warm-Up Routine B RHYTHMS & DANCE Dancing Ribbons
Nov 22 Nov 24 Nov 26	Daily Warm-Up Routine A STUDENT CHOICE DAY Quarter 2 Mid-Term	NO CLASS Early Dismissal	NO SCHOOL Thanksgiving Holidays
Nov 29 Dec 1 Dec 3	Daily Warm-Up Routine B GYMNASTICS Animal Walks Walk Through the Zoo	Daily Warm-Up Routine A GYMNASTICS Balancing Challenges Standing Balances	Daily Warm-Up Routine B GYMNASTICS Walking Balances
Dec 6 Dec 8 Dec 10	Daily Warm-Up Routine A GYMNASTICS Building Bridges	Daily Warm-Up Routine B GYMNASTICS Introduction to Rocking Introduction to Rolling Rock 'N Roll Stunts	Daily Warm-Up Routine A GYMNASTICS Log Rolling Stunts
Dec 13 Dec 15 Dec 17	Daily Warm-Up Routine B GYMNASTICS Lead-Ups to the Forward Roll	Daily Warm-Up Routine A GYMNASTICS Forward Roll Technique & Variations	Daily Warm-Up Routine B GYMNASTICS Forward Roll Progressions Forward Roll Sequences
Dec 20 to Dec 31	NO SCHOOL Christmas Holidays	NO SCHOOL Christmas Holidays	NO SCHOOL Christmas Holidays
Jan 3 Jan 5 Jan 7	Daily Warm-Up Routine A GYMNASTICS Lead-Ups to the Backward Roll	Daily Warm-Up Routine B GYMNASTICS Backward Roll Technique & Variations	Daily Warm-Up Routine A GYMNASTICS Backward Roll Progressions Backward Roll Sequences

First Grade

Mrs. Lyles

DATES	MONDAY	WEDNESDAY	FRIDAY
Jan 10 Jan 12 Jan 14	Daily Warm-Up Routine B HOOP PLAY Hoop Balances Hoop Stunts	Daily Warm-Up Routine A HOOP PLAY Hoop Springing	Daily Warm-Up Routine B HOOP PLAY Hoop Spinning & Rolling Fun End of Quarter 2, Semester 1
Jan 17 Jan 19 Jan 21	NO SCHOOL Martin Luther King, Jr. Day	Daily Warm-Up Routine A BEANBAG PLAY Introducing "Beanie"	Daily Warm-Up Routine B BEANBAG PLAY Beanbag Challenges
Jan 24 Jan 26 Jan 28	Daily Warm-Up Routine A BEANBAG PLAY Beanbag Tossing & Catching	Daily Warm-Up Routine B BEANBAG PLAY Beanbag Target Tossing	Daily Warm-Up Routine A DECKRING PLAY Introducing "Deckie" Deckring Tossing Challenges
Jan 31 Feb 2 Feb 4	Daily Warm-Up Routine B LUMMI STICK PLAY Lummi Stick Fun Lummi Stick challenges	Daily Warm-Up Routine A WAND PLAY Introducing Wands Wand Stunts	Daily Warm-Up Routine B SCARF PLAY Tossing & Catching with One Scarf Tossing & Catching with Two Scarves
Feb 7 Feb 9 Feb 11	Daily Warm-Up Routine A STATION PLAY Manipulative Equipment Stations	Daily Warm-Up Routine B STATION PLAY Manipulative Equipment Stations	Daily Warm-Up Routine A BALLOON PLAY Balloon Fun Balloon Challenges Quarter 3 Mid-Term
Feb 14 Feb 16 Feb 18	Daily Warm-Up Routine B BALL PLAY Ball Familiarization	Daily Warm-Up Routine A BALL PLAY Rolling Around Body Parts	Daily Warm-Up Routine B BALL PLAY Rolling & Fielding: Two Hands
Feb 21 Feb 23 Feb 25	NO SCHOOL President's Day	NO SCHOOL Teacher In-Service	Daily Warm-Up Routine A BALL PLAY Two-Handed Toss & Catch
Feb 28 Mar 2 Mar 4	Daily Warm-Up Routine B BALL PLAY One-Hand Underhand Throwing	Daily Warm-Up Routine A BALL PLAY One-Hand Underhand Target Throwing	Daily Warm-Up Routine B BALL PLAY One-Hand Overhand Throw Overhand Target Throwing & catching
Mar 7 Mar 9 Mar 11	Daily Warm-Up Routine A BALL PLAY Two-Handed Bouncing & Catching	Daily Warm-Up Routine B BALL PLAY One-Handed Bounce Exploration	Daily Warm-Up Routine A STUDENT CHOICE DAY
Mar 14 Mar 16 Mar 18	Daily Warm-Up Routine B BALL PLAY Foot Dribbling Exploration	Daily Warm-Up Routine A BALL PLAY Foot Dribling & Trapping Challenges	Daily Warm-Up Routine B BALL PLAY Fielding a Grounder Fielding Grounders End of Quarter 3

First Grade

Mrs. Lyles

DATES	MONDAY	WEDNESDAY	FRIDAY
Mar 21 Mar 23 Mar 25	Daily Warm-Up Routine A BALL PLAY Base Running Beat Ball	Daily Warm-Up Routine B BALL PLAY Introducing Batting Tee-Ball Play	Daily Warm-Up Routine A BALL PLAY Two Bases Tee-Ball Tee-Ball
Mar 28 Mar 30 Apr 1	Daily Warm-Up Routine B BALL PLAY Tennis Balls & Tennis Cans Play	Daily Warm-Up Routine A ROPE SKILLS Short Ropes Safety Straight Rope Patterns	Daily Warm-Up Routine B ROPE SKILLS Circle Rope Patterns Rope Stunts
Apr 4 Apr 6 Apr 8	Daily Warm-Up Routine A ROPE SKILLS Introducing Short Ropes Short Rope Jumping Patterns	Daily Warm-Up Routine B ROPE SKILLS Introducing Long Ropes Long Rope Turning & Jumping	Daily Warm-Up Routine A ROPE SKILLS Rope Jumping Stations
Apr 11 Apr 13 Apr 15	Daily Warm-Up Routine B PARACHUTE PLAY Introducing Parachutes Inflation Fun	Daily Warm-Up Routine A PARACHUTE PLAY Parachute Number Games	Daily Warm-Up Routine B SCOOTER PLAY Introducing Scooters Partner Scooter Fun Quarter 4 Mid-Term
Apr 18 Apr 20 Apr 22	Daily Warm-Up Routine A PADDLE PLAY Balloon Paddle Play Beanbag Paddle Play	Daily Warm-Up Routine B PADDLE PLAY Beachball Paddle Play Small Ball Paddle Play	NO SCHOOL Good Friday
Apr 25 Apr 27 Apr 29	NO SCHOOL Easter Holidays	NO SCHOOL Easter Holidays	NO SCHOOL Easter Holidays
May 2 May 4 May 6	Daily Warm-Up Routine A STICK PLAY Stick Exploration The Grip & Carry	Daily Warm-Up Routine B STICK PLAY Stick-Handling Stick-Handling Games	Daily Warm-Up Routine A STICK PLAY Passing & Receiving the Puck Shooting the Puck
May 9 May 11 May 13	Daily Warm-Up Routine B PHYSICAL FITNESS TESTING One-Mile Run BOWLING Game Play	Daily Warm-Up Routine A PHYSICAL FITNESS TESTING One-Mile Run BOWLING Game Play	Daily Warm-Up Routine B PHYSICAL FITNESS TESTING One-Mile Run BOWLING Game Play
May 16 May 18 May 20	Daily Warm-Up Routine A PHYSICAL FITNESS TESTING curl-ups (sit-ups) test push-ups test	Daily Warm-Up Routine B PHYSICAL FITNESS TESTING sit-and-reach test	Daily Warm-Up Routine A PHYSICAL FITNESS TESTING pull-ups test
May 23 May 25 May 27	Daily Warm-Up Routine B PHYSICAL FITNESS TESTING shuffle run test	Daily Warm-Up Routine A PHYSICAL FITNESS TESTING flexed-arm hang test	Daily Warm-Up Routine B PHYSICAL FITNESS TESTING leftovers and/or missed items End of Quarter 4, Semester 2



Beanbag Play

Lesson 1: Introducing Beanie



Warm-ups:

Daily Warm-up Routine

Focus:

Familiarization
Manipulation

Facility/Equipment:

One beanbag per student
One hoop per student
Music with a lively 4/4 beat
Tape or CD player

Organization:

Children explore manipulating and moving with beanbags in many fun and challenging ways, and learn the fundamentals of throwing and catching. Beanbags Play is an excellent lead-up to ball play because the beanbags are much easier to handle.

Description of the Activities:

- 1. Introduce “Beanie:”** I want you to meet “Beanie.” Can you give Beanie a big welcome? “Hello Beanie!”
- 2. Beanie Balances:** On how many different parts of your body can you place your Beanie? On your head, forehead, nose, shoulder, hand, fingers, elbow, tummy, back, knee, foot, etc.? Stand with Beanie on your head. Can you kneel down without having Beanie fall off? Can you sit? Now try to squat. Try to stand up without touching Beanie with your hands. Who can turn around in your home without Beanie falling off your head?
- 3. Beanie Walks:** Let me see you take Beanie for a little walk on your arm; on your shoulder; on your head; on the back of your hand. In what other ways can you give Beanie a ride? Move in different direction and levels.
- 4. All around the Beanie:** Put beanie on the floor in free space. Check your space. Stand in front of Beanie; beside it; behind it. How let me see you jump forward over Beanie; jump backwards over Beanie; jump sideways over Beanie. Hop on one foot around Beanie. Find another way to move around your Beanie.
- 5. Beanie Bridges:** Build a bridge over Beanie using four body parts. Make a different bridge using four body parts. Make a three-point bridge over Beanie. Who can touch your belly button on Beanie?

6. **Statue:** When you hear the music, skip (walk backward, run, gallop, side step, crab walk, etc.) around the Beanies scattered on the floor. When the music stops, land on a Beanie and make a statue. Remember to watch where you are going!
7. **Steal the Hats:** Get a hoop, find a space, and stand inside the hoop with Beanie (the Hat) on your head. When the music starts, walk or run about the play area. Try to steal other players' hats and put them in your hoop. If your hat is stolen, you cannot get it back, but you can still try to steal other hats. You are not allowed to touch the hat on your head or steal hats from other homes. If your hat falls off quickly put it back on your head. Who will collect the most number of hats before the music stops?
8. It is time to put Beanie away. Pick Beanie up, give it a gentle pat, and then put it on your head. Walk around the play area. As you pass the beanbag basket in the middle, nod your head forward so that Beanie drops in and then return to your Special Spot.



Beanbag Play

Lesson 2: Beanbag Challenges



Warm-ups:

Daily Warm-up Routine

Focus:

Manipulation
Coordination

Facility/Equipment:

One beanbag per student

Organization:

Children explore manipulating beanbags while in different body positions. Have the girls get their beanbags first; then the boys. Reverse the order when collecting the beanbags at the end. Challenge the students to take Beanie to a home space in a creative way.

Description of the Activities:

- 1. Move Along, Beanie:** Stand in your home space. Place Beanie on the floor. Show me how you can move Beanie along the floor using different body parts: feet, hand, one finger, an elbow, one knee, nose, head, etc.
- 2. Falling Beanie:** Now put Beanie on your forehead and lean backwards slowly until Beanie falls to the floor behind you. Without moving your feet, try to pick up your Beanie. Do this again.
- 3. Beanie Circles:** Sit in the wide-sit position and hold Beanie in one hand. Let me see you use Beanie to draw a big circle around you on the floor. Reach out as far as you can. Try this again in standing position; knee-sit position; back-lying position.
- 4. Beanie Lifts:** Show me how you can lift Beanie off the floor without using your hands or mouth! Can you lift Beanie in another way? Use different body parts.
- 5. Beanbag Rescue:** Place Beanie on your head and balance it there. Place one hand behind your back. Move in this way around the play area. Try to tiptoe up to another student and knock the beanbag off his or her head. When your Beanie is knocked off or falls off, you are frozen. You can be unfrozen by another player who picks up your Beanie and places it on your head without losing his or her own Beanie. How many beanies will you knock off? How many rescues will you make?
- 6. Beanbag Signals:**
 - a. On signal "TOSS AND WALK!" walk around in general space, tossing Beanie upward with your favorite hand and catching it in two hands.

- b. On signal "FREEZE!" let your Beanie fall to the floor and stand on it holding a balance.
- c. On signal "LEAP!" let your Beanie fall to the floor then run and leap over as many beanbags as you can before the next signal is called.
- d. On signal "JUMP!" jump sideways back and forth over your beanbag.
- e. On signal "HOP!" hop around the beanbags; change hopping leg as needed.
- f. On signal "BRIDGE!" make a bridge over a beanbag.
- g. On signal "HOME BEANIE!" pick up your Beanie, toss and catch it as you run one time around the play area. As you pass the basket, drop your beanbag in.



Beanbag Play

Lesson 3: Beanbag Tossing and Catching



Warm-ups:

Daily Warm-up Routine

Focus:

Underhand throwing technique
Right-left dexterity

Facility/Equipment:

One beanbag per student

Organization:

Children learn the underhand toss-and-catch technique using their dominant hand, then their non-dominant hand in personal space and later general space. Begin by numbering the students off by four's; the call each group in turn to get one beanbag each, and find a home space.

Description of the Activities:

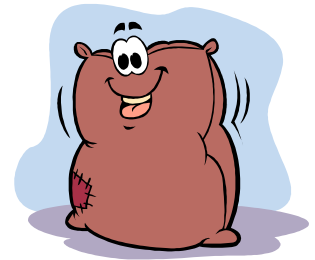
- 1. Underhand Tossing:** today we are going to learn how to toss and catch your Beanie. A toss is a one-handed underhand throw. Hold Beanie in the palm of your tossing hand and grip your fingers around it. Don't hold it by the corners! Put the foot opposite your throwing hand forward. Swing your throwing hand down and back, as you take your weight on your back foot. Then swing the throwing hand forward and upward as you step forward onto your front foot. When you let your Beanie go, your hand follows Beanie in the line of direction. Let your eyes follow the toss, too!
- 2. Catching:** To catch Beanie, we will use two hands first and later just one hand. Watch the Beanie as it comes toward you. Don't take your eyes off of it until you feel it in your hands! Line yourself up so that you are directly in front of the beanbag. If Beanie is coming toward you below your belly button, then make a "basket" with your hands, palms up, so that the little fingers are touching. If Beanie is coming toward you above your belly button, then make a "basket" with your thumbs touching. Reach forward with your basket and keep your fingers relaxed. Let the Beanie fall softly into your hands then close your fingers over it. Bring your arms toward you ("give") to make a soft catch.
- 3.** Show me how you can toss Beanie with your favorite hand and catch it in two hands. Remember to keep your eyes on Beanie and make a "catching basket." Try not to make a sound when you catch Beanie. Repeat ten times. Toss Beanie up with your other hand and catch it in two hands. Repeat ten times.

4. Toss Beanie up, clap once, and catch it in two hands. Toss Beanie up, clap two times, and catch it in two hands. Toss Beanie up, clap three times, and catch it in Two hands. Keep going! Use your other hand to toss and repeat the toss-clap-catch pattern.
5. Let me see you toss and catch Beanie with your right hand ten times. Then toss and catch Beanie with your left hand ten times. Can you toss Beanie with one hand and catch with the other: toss right, catch left; toss left, catch right?
6. Toss Beanie up, touch your shoulder, and catch it with two hands. Toss Beanie up, touch your head, and catch. Toss Beanie up, touch your knee, and catch. Toss Beanie up, touch your _____, and catch.
7. Who can toss Beanie up, touch the floor, and catch it? Can you toss Beanie up, turn right around, and catch it? Show me another way you can toss and catch your Beanie using your favorite hand; using your other hand.
8. Pick up your Beanie, toss and catch it as you run one time around the play area. As you pass the basket, drop your beanbag in.



Beanbag Play

Lesson 4: Beanbag Target Tossing



Warm-ups:

Daily Warm-up Routine

Focus:

Accurate throwing
Right-Left dexterity

Facility/Equipment:

One beanbag per student
One wall target per student
One hoop per student
One large plastic garbage container

Organization:

Wall targets (20-inch squares) are taped to the wall about five feet from the floor. Begin by having the students find a partner. Have the taller partner get a beanbag first then get a hoop while the shorter partner get a hoop first then a beanbag. To start, each player stands inside the hoop and holds a beanbag.

Description of the Activities:

- 1. Hoop Tossing:** Walk two giant steps away from your hoop, turn around, and face it. Let me see you toss your Beanie into the hoop. Start with your feet together and hold Beanie in your favorite hand. Step forward on the foot opposite to your throwing hand as you toss Beanie toward the hoop. Toss upward and out. Keep your eyes on the target and let your hand follow beanie to the hoop. After five tries with your favorite hand, repeat tosses with your other hand. Now take one step further away from the hoop and toss again with each hand. How far away from the hoop can you toss Beanie?
- 2. Wall Target Tossing:** Find a partner and stand two giant steps away from a wall target. Take turns tossing your Beanie at the target. Remember to step with your throw. Make five tosses with your right hand; then five tosses with your left hand. Take one step back from the target and toss again. How many times can you hit your target?
- 3. Partner Tossing:** find a partner. Stand back-to-back and walk two giant steps away from each other, turn around, and face your partner. Toss one Beanie back and forth to each other. Remember to make your "catching basket" with your hands. Count the number of catches you can make without dropping the beanbag. Practice tossing with your right hand then with your left hand. Practice catching with two hands then with only one hand.

- 4. Toss Away:** (Place a large plastic garbage container in the middle of the play area and have the class form a large circle about 10 feet from it.) Toss your beanbag in the can. If you miss, do three jumping jacks, and then try again, until your Beanie lands in the container.



Beanbag Play

Lesson 5: Beanbag Stunts and Tossing Games



Warm-ups:

Daily Warm-up Routine

Focus:

Visual tracking
Manual dexterity
Tossing and catching
Dodging

Facility/Equipment:

One beanbag per student

Organization:

Have all children wearing a certain color get a beanbag first and find a free space. Continue calling out colors until everyone has a beanbag. Call our colors again to return the beanbags to the storage container.

Description of the Activities:

1. Hold your Beanie as high as your can with both hands. Drop it and catch it. Do this again, but this time try to catch it below your belly button! Can you clap once before you catch it?
2. Now hold Beanie with your right hand as high as you can. Drop it, and catch it with two hands. Can you catch it in your right hand? Can you catch it in the left hand? Drop Beanie from your left hand and catch it in your left hand. Drop Beanie from your right hand and catch it with your right hand.
3. Put Beanie on your head, nod Beanie off your head, and catch it. Put Beanie Between your feet, jump up, and toss Beanie into your hands.
4. Who can toss Beanie up, kneel down, and catch it? From squatting position, toss Beanie up then stand up and catch it.
5. Find a partner and stand back-to-back. Pass the Beanie overhead then through your legs to each other. Pass the Beanie from one side to the other side. Pass in the opposite direction.
6. Invent another stunt that you can do with your Beanie.
7. **Beanbag Egg Toss:** (have players pair off then have the partner with the bigger feet get a beanbag, while the other partner finds a free space.) Partners stand back-to-back

and take two giant steps away from each other, turn around, and face each other. Toss your Beanie back and forth to each other. If no one drops the Beanie after five tosses, then both players take one step back; otherwise continue passing and catching until you complete the task.

- a. Which pair can toss and catch the furthest distance?
- b. Game 1: Toss with the best hand, catch in two hands.
- c. Game 2: Toss with the other hand, catch in two hands.
- d. Game 3: Toss with one hand, catch in that hand.
- e. Game 4: Toss with one hand, catch in the other hand.
- f. Challenge: If one player drops the Beanie, the pair must begin again.

- 8. Dodge the Beanbag:** (Form groups of three. Number off 1, 2, and 3 in each group; then have the first player get a beanbag. Scatter in your groups throughout the play area. Have each group mark out a confined area in which they will play the game. Increase the size of this area as ability improves.) the first and second players stand about 12 feet apart, facing each other; the third player stands between them. The two outside players use an underhand toss with either hand, to try to hit the middle player below the waist. Middle player, try to dodge the beanbag. If hit, you must exchange places with the player who made the hit. Remember to stay in your area and not interfere with any of the other groups.



Step 2

**Establish a
System of
Regular
Authentic
Assessment**

Examine the breadth and depth of professional information available. Look for three types of information:

- **Physical fitness assessment options suitable for administration at the beginning and end of the year:**
 - **Body Mass Index;**
 - **President's Challenge;**
 - **FitnessGram;**
- **Physical skill assessment options for administration at the beginning and end of the year:**
 - **Motor Skills Inventory;**
 - **Test of Gross Motor Development;**
 - **Game Play Assessment Instruments (GPAIs);**
- **Individual skill assessment options suitable for use on a daily basis:**
 - **Daily Skill Building Record Sheets;**
 - **Individual Skill Assessments;**
 - **Cognitive Assessments;**

How best to communicate this information to parents?

- **Supplementary Report Cards**
- **P. E. Portfolios**





BMI - Body Mass Index

- [Email this page](#)
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[BMI](#) > About BMI for Children and Teens

View By Topic

- > [Introduction](#)
- > [Adult BMI Calculator](#)
- > [Adult - About BMI](#)
- > [Child and Teen BMI Calculator](#)
- > [Child and Teen - About BMI](#)
- > [Nutrition and Weight Resources](#)
- > [Overweight and Obesity](#)



[Tips for Parents - Ideas and Tips to Help Prevent Childhood Overweight](#)

Other Healthy Lifestyle Topics

- > [Nutrition](#)
 - > [Physical Activity](#)
 - > [Overweight and Obesity](#)
-
- > [Division of Nutrition, Physical Activity and Obesity](#)

About BMI for Children and Teens

On this page:

- [What is BMI?](#)
- [What is a BMI percentile?](#)
- [How is BMI used with children and teens?](#)
- [How is BMI calculated and interpreted for children and teens?](#)
- [Is BMI interpreted the same way for children and teens as it is for adults?](#)
- [Why can't healthy weight ranges be provided for children and teens?](#)
- [How can I tell if my child is overweight?](#)
- [Can I determine if my child or teen is overweight by using an adult BMI calculator?](#)
- [My two children have the same BMI values, but one is considered overweight and the other is not. Why is that?](#)
- [References](#)



[Child and Teen BMI Calculator](#)

For information about the consequences of childhood overweight, its contributing factors and tips for parents on preventing childhood overweight, see our section on [Childhood Overweight](#).

What is BMI?

Body Mass Index (BMI) is a number calculated from a child's weight and height. BMI is a reliable indicator of body fatness for most children and teens. BMI does not measure body fat directly, but research has shown that BMI correlates to direct measures of body fat, such as underwater weighing and dual energy x-ray absorptiometry (DXA).¹ BMI can be considered an alternative for direct measures of body fat. Additionally, BMI is an inexpensive and easy-to-perform method of screening for weight categories that may lead to health problems.

For children and teens, BMI is age- and sex-specific and is often referred to as BMI-for-age.

What is a BMI percentile?

After BMI is calculated for children and teens, the BMI number is plotted on the CDC BMI-for-age growth charts (for either girls or boys) to obtain a percentile ranking. Percentiles are the most commonly used indicator to assess the size and growth patterns of individual children in the United States. The percentile indicates the relative position of the child's BMI number among children of the same sex and age. The growth charts show the weight status categories used with children and teens (underweight, healthy weight, at risk of overweight, and overweight).

BMI-for-age weight status categories and the corresponding percentiles are shown in the following table.

Weight Status Category	Percentile Range
Underweight	Less than the 5 th percentile
Healthy weight	5 th percentile to less than the 85 th percentile
At risk of overweight	85 th to less than the 95 th percentile
Overweight	Equal to or greater than the 95 th percentile

How is BMI used with children and teens?

BMI is used as a screening tool to identify possible weight problems for children. CDC and the American Academy of Pediatrics (AAP) recommend the use of BMI to screen for overweight in children beginning at 2 years old.

For children, BMI is used to screen for overweight, at risk of overweight, or underweight. However, BMI is not a diagnostic tool. For example, a child may have a high BMI for age and sex, but to determine if excess fat is a problem, a health care provider would need to perform further assessments. These assessments might include skinfold thickness measurements, evaluations of diet, physical activity, family history, and other appropriate health screenings.

How is BMI calculated and interpreted for children and teens?

Calculating and interpreting BMI using the BMI Percentile Calculator involves the following steps:

1. Before calculating BMI, obtain accurate height and weight measurements.
2. Calculate the BMI and percentile using the [Child and Teen BMI Calculator](#). The BMI number is calculated using [standard formulas](#).
3. Review the calculated BMI-for-age percentile and results. The BMI-for-age percentile is used to interpret the BMI number because BMI is both age- and sex-specific for children and teens. These criteria are different from those used to interpret BMI for adults — which do not take into account age or sex. Age and sex are considered for children and teens for two reasons:

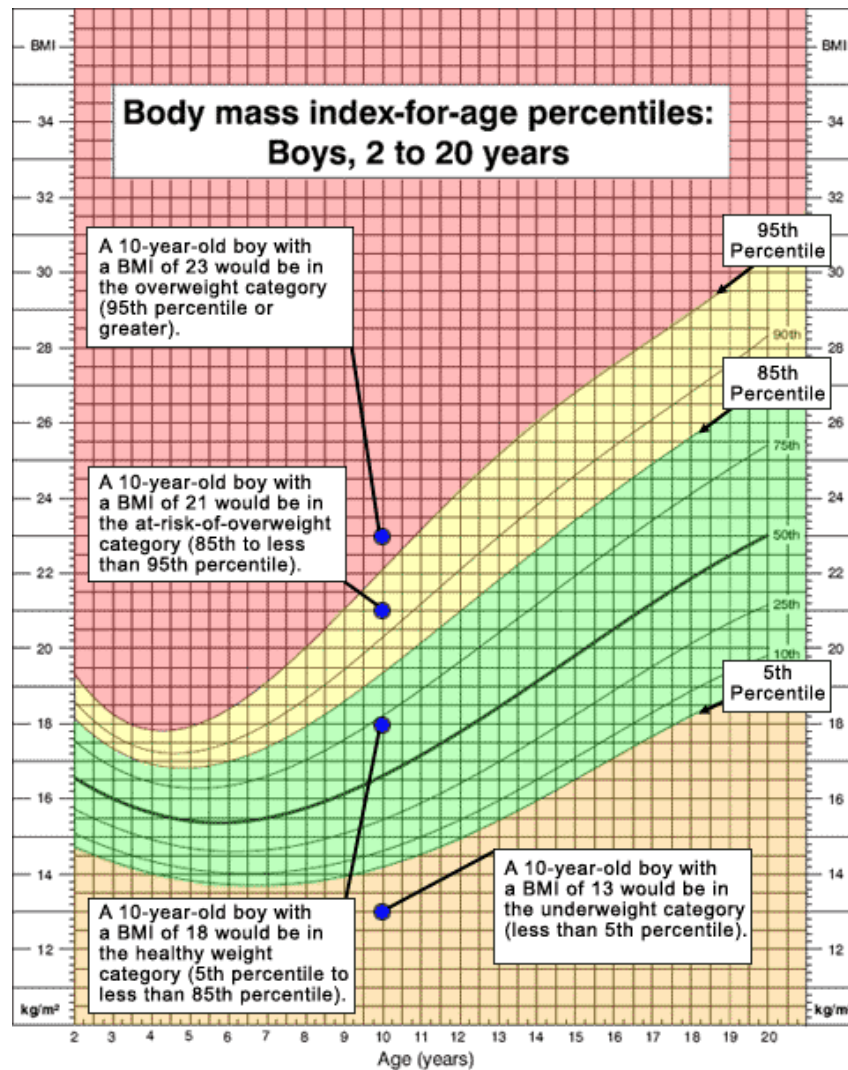
- The amount of body fat changes with age. (BMI for children and teens is often referred to as *BMI-for-age*.)
- The amount of body fat differs between girls and boys.

The [CDC BMI-for-age growth charts for girls and boys](#) take into account these differences and allow translation of a BMI number into a percentile for a child's or teen's sex and age.

4. Find the weight status category for the calculated BMI-for-age percentile as shown in the following table. These categories are based on expert committee recommendations.

Weight Status Category	Percentile Range
Underweight	Less than the 5 th percentile
Healthy weight	5 th percentile to less than the 85 th percentile
At risk of overweight	85 th to less than the 95 th percentile
Overweight	Equal to or greater than the 95 th percentile

See the following example of how some sample BMI numbers would be interpreted for a 10-year-old boy.



The CDC BMI-for-age growth charts are available at: [CDC Growth Charts: United States](http://www.cdc.gov/growthcharts).

Is BMI interpreted the same way for children and teens as it is for adults?

Although the BMI number is calculated the same way for children and adults, the criteria used to interpret the meaning of the BMI number for children and teens are different from those used for adults. For children and teens, BMI age- and sex-specific percentiles are used for two reasons:

- The amount of body fat changes with age.
- The amount of body fat differs between girls and boys.

The CDC BMI-for-age growth charts take into account these differences and allow translation of a BMI number into a percentile for a child's sex and age.

For adults, on the other hand, BMI is interpreted through categories that do not take into account sex or age.

Why can't healthy weight ranges be provided for children and teens?

Healthy weight ranges cannot be provided for children and teens for the following reasons:

- Healthy weight ranges change with each month of age for each sex.
- Healthy weight ranges change as height increases.

How can I tell if my child is overweight?

CDC and the American Academy of Pediatrics (AAP) recommend the use of Body Mass Index (BMI) to screen for overweight in children and teens aged 2 through 19 years. Although BMI is used to screen for overweight in children and teens, BMI is not a diagnostic tool.

For example, a child who is relatively heavy may have a high BMI for his or her age. To determine whether the child has excess fat, further assessment would be needed. Further assessment might include skinfold thickness measurements. To determine a counseling strategy, assessments of diet, health, and physical activity are needed.

Can I determine if my child or teen is overweight by using an adult BMI calculator?

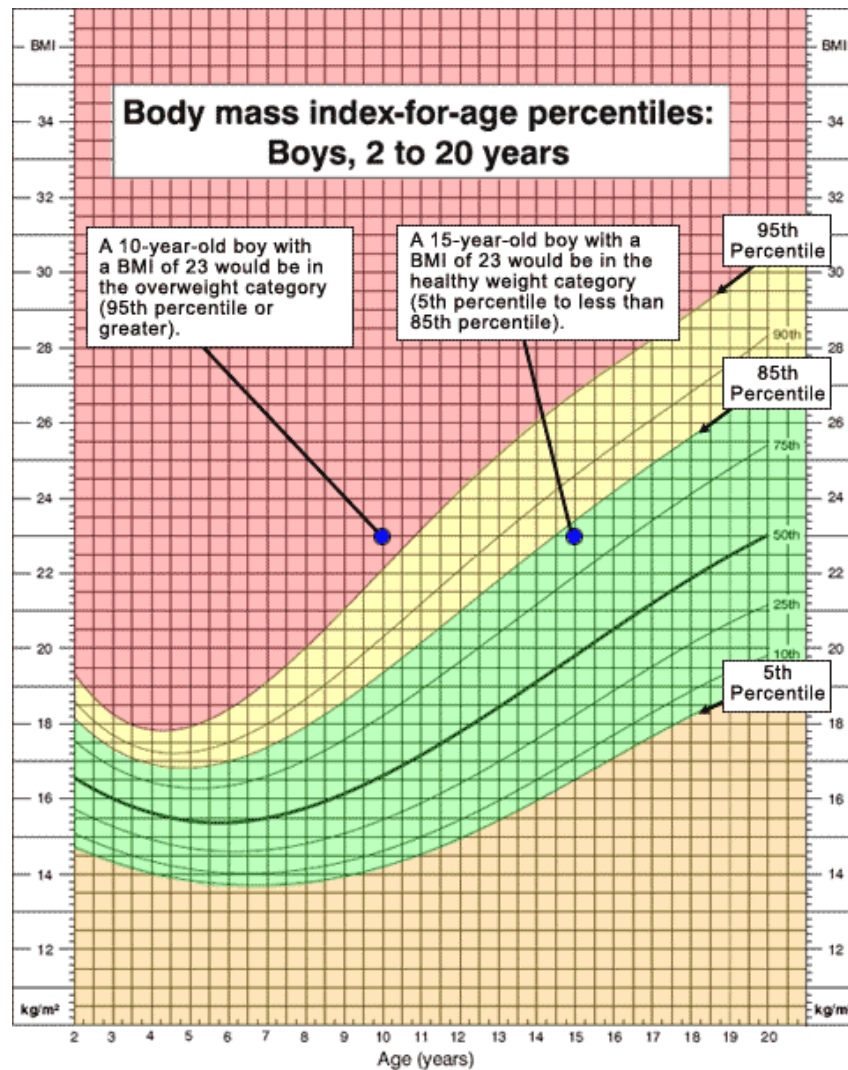
No. The adult calculator provides only the BMI number and not the BMI age- and sex-specific percentile that is used to interpret BMI and determine the weight category for children and teens. It is not appropriate to use the BMI categories for adults to interpret BMI numbers for children and teens.

My two children have the same BMI values, but one is considered overweight and the other is not. Why is that?

The interpretation of BMI-for-age varies by age and sex so if the children are not exactly the same age and of the same sex, the BMI numbers have different meanings. Calculating BMI-for-age for children of different ages and sexes may yield the same numeric result, but that number will fall at a different percentile for each child for one or both of the following reasons:

- The normal BMI-related changes that take place as children age and as growth occurs.
- The normal BMI-related differences between sexes.

See the following graphic for an example for a 10-year-old boy and a 15-year-old boy who both have a BMI-for-age of 23. (Note that two children of different ages are plotted on the same growth chart to illustrate a point. Normally the measurement for only one child is plotted on a growth chart.)



References

¹Mei Z, Grummer-Strawn LM, Pietrobelli A, Goulding A, Goran MI, Dietz WH. Validity of body mass index compared with other body-composition screening indexes for the assessment of body fatness in children and adolescents. *American Journal of Clinical Nutrition* 2002;75:97–985.


²Freedman DS, Dietz WH, Srinivasan SR, Berenson GS. The relation of overweight to cardiovascular risk factors among children and adolescents: The Bogalusa Heart Study. *Pediatrics* 1999;103:1175–1182.

³Must A and Anderson SE. Effects of obesity on morbidity in children and adolescents. *Nutrition in Clinical Care* 2003;6(1):4–12.

⁴Whitaker RC, Wright JA, Pepe MS, Seidel KD, Dietz WH. Predicting obesity in young adulthood from childhood and parental obesity. *New England Journal of Medicine* 1997;37(13):869–873.

⁵Ferraro KF, Thorpe RJ Jr, Wilkinson JA. The life course of severe obesity: does childhood overweight matter? *Journal of Gerontology: Social Sciences* 2003;58B(2):S110–S119.

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 Please note: Some of these publications are available for download only as *.pdf files. These files require Adobe Acrobat Reader in order to be viewed. Please review the [information on downloading and using Acrobat Reader software](#).

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Content Source: [Division of Nutrition, Physical Activity and Obesity](#), [National Center for Chronic Disease Prevention and Health Promotion](#)



St. Mary Cathedral Elementary School Physical Education

Body Mass Index (BMI) Record Sheet

Teacher: _____

Grade: _____

Date: _____

	Student	Height to nearest $\frac{1}{8}$ inch:	Weight to nearest $\frac{1}{4}$ pound:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			

BMI — Body Mass Index

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BMI > BMI Calculator for Child and Teen: English > Calculator Results

View By Topic

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- > [Adult BMI Calculator](#)
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- > [Overweight and Obesity](#)
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BMI Calculator for Child and Teen: Results

Calculate again: [English](#) | [Metric](#)

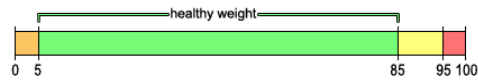
Information Entered

Age: 10 years 6 months **Sex:** Boy
Birth Date: March 27, 1997 **Height:** 4 feet 4-1/8 inch(es)
Date of Measurement: October 09, 2007 **Weight:** 70-1/4 pounds

Results

Based on the height and weight entered, the BMI is 18.2, placing the BMI-for-age at the 69th percentile for boys aged 10 years 6 months. This child has a **healthy weight**.

- [What does this mean?](#)
- [What should you do?](#)



- underweight, less than the 5th percentile
- healthy weight, 5th percentile up to the 85th percentile
- at risk of overweight, 85th to less than the 95th percentile
- overweight, equal to or greater than the 95th percentile

You can also view these results on a [BMI-for-age Percentile Growth Chart](#).

What does this mean?

BMI is calculated using your child's weight and height and is then used to find the corresponding BMI-for-age percentile for your child's age and sex.

BMI-for-age percentile shows how your child's weight compares to that of other children of the same age and sex. For example, a BMI-for-age percentile of 65% means that the child's weight is greater than that of 65% of other children of the same age and sex.

Based on the height and weight entered, the BMI is 18.2, placing the BMI-for-age at the 69th percentile for boys aged 10 years 6 months. This child has a **healthy weight**.

Maintaining a healthy weight throughout childhood and adolescence may reduce the risk of becoming overweight or obese as an adult.

What should you do?

Regardless of the current BMI-for-age category, help your child or teen develop healthy weight habits and keep track of BMI-for-age.

Practice healthy weight habits

Encourage children and teens to practice healthy weight habits by:

- Eating healthy foods
- Participating in physical activity on most (preferably all) days of the week
- Limiting television viewing

For more information, see

[Tips to Promote Healthy Eating and Physical Activity for Children and Teens](#).

Keep track of BMI-for-age

Check BMI-for-age annually, or more often if recommended by the child's healthcare provider. Tracking growth patterns over time can help you make sure your child is achieving or maintaining a healthy weight. A single BMI-for-age calculation is not enough to evaluate long-term weight status because height and weight change with growth.

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 Content source: [Division of Nutrition, Physical Activity and Obesity, National Center for Chronic Disease Prevention and Health Promotion](#)



St. Mary Cathedral Elementary School Physical Education

Yearly Body Mass Index (BMI) Record

Student: _____

Date of Birth: _____

Gender: _____

Kindergarten

Date	Height to nearest $\frac{1}{8}$ inch:	Weight to nearest $\frac{1}{4}$ pound:	BMI	Result

First Grade

Date	Height to nearest $\frac{1}{8}$ inch:	Weight to nearest $\frac{1}{4}$ pound:	BMI	Result

Second Grade

Date	Height to nearest $\frac{1}{8}$ inch:	Weight to nearest $\frac{1}{4}$ pound:	BMI	Result

Third Grade

Date	Height to nearest $\frac{1}{8}$ inch:	Weight to nearest $\frac{1}{4}$ pound:	BMI	Result

Stationary Balance (this item assesses the ability to balance the body in a standing position)

(Scoring: Record actual seconds and pass (+) or fail (-) for each level. Score pass (+) if the student demonstrates the task correctly in two of three trials without moving the stationary foot or touching the elevated foot to the floor. Score fail (-) if the student shifts the stationary foot or touches the elevated foot to the floor.)

Leg Used: _____

Rudimentary	Standing on one leg for five seconds with eyes open , stand with one foot on line, place hands on your hips, stand like this for 5 seconds.	_____	_____
		sec	
*Functional	Standing on one leg for ten seconds with eyes open , stand with one foot on line, place hands on your hips, stand like this for 10 seconds.	_____	_____
		sec	
Mature	Standing on one leg for ten seconds with eyes closed , stand with one foot on line, place hands on your hips, close your eyes, stand like this for 10 seconds.	_____	_____
		sec	

Locomotor Skills

Walk (this item assesses the student's walking pattern)

(Scoring: Record the level of performance that best describes the student's walking pattern.)

Rudimentary	Walking with a wide base of support , student holds arms high with bent elbows, leans forward, and takes flat-footed, awkward steps with feet shoulder-width or more apart.	_____
Functional	Walking flat-footed , student swings arms slightly at waist height in opposition to legs (right arm, left leg-left arm, right leg, etc.), with feet aligned under the shoulders, and takes steps with minimal, slightly awkward heel-to-toe strike.	_____
*Mature	Walking smoothly , student swings arms at sides in opposition, with feet aligned under the shoulders, and walks with a smoothly integrated heel-to-toe strike.	_____

Horizontal Jump (this item assesses the ability to perform a horizontal jump, in which the student jumps forward as far as possible, from a bent-knee position)

(Scoring: Record the level of performance that best describes the student's horizontal jumping pattern.)

Rudimentary	Jumping upward with uneven landing , student swings arms down and back, jumps more upward than forward with legs moving in front of trunk, and lands awkwardly with one foot before the other.	_____
Functional	Jumping forward with arms and legs uncoordinated , student swings arms and bends knees, jumps more forward than upward with arms and legs moving in a slightly awkward, uncoordinated fashion, and lands on both feet simultaneously.	_____
*Mature	Jumping forward with arms and legs coordinated , student bends knees, swings arms back and then up above the head, extending body fully by straightening the legs at take off and landing with both feet together, forward of the body.	_____

Run (this item assesses the student's running pattern)

(Scoring: Record the level of performance that best describes the student's running pattern.)

- | | | |
|-------------|--|-------|
| Rudimentary | Running flat-footed with wide base of support , student holds arms bent at or above waist height, with feet shoulder-width or wider apart, and takes awkward, short, flat-footed strides with legs slightly bent. | _____ |
| Functional | Running with arm opposition and short strides , student swings arms in opposition below waist but runs with a shorter than normal heel-to-toe stride, with legs bent awkwardly at about a 90-degree angle. | _____ |
| *Mature | Running with arm opposition and long strides , student swings arms in opposition, and runs with long strides, placing feet in a heel-to-toe pattern, bending the lead leg at about a 90-degree angle. | _____ |

Hop (this item assesses the ability to hop forward on one foot while holding the other foot suspended. The student propels himself or herself by bending the knee of the supporting leg and pushing hard and fast upward and forward and landing on the same leg)

(Scoring: Record the level of performance that best describes the student's hopping pattern.)

Leg Used: _____

- | | | |
|-------------|---|-------|
| Rudimentary | Hopping with slight knee bend , minimal balance, student's suspended knee is bent at less than a 90-degree angle, balance is poor, and the arms move excessively and awkwardly. | _____ |
| Functional | Hopping with full knee bend , exaggerated arm swing, student's suspended knee is bent at a 90-degree angle, balance is maintained, but the arms swing upward in a slightly awkward manner while hopping. | _____ |
| *Mature | Hopping with full knee bend , coordinated arm movements, student's knee is bent at a 90-degree angle, elbows are bent at the sides, and the arms swing slightly at the sides. | _____ |

Gallop (this item measures the ability to gallop in which the student leads with one leg and the other leg trails. The lead leg strides forward and the student places his or her weight on that leg while the foot of the trailing leg steps to the heel of the lead leg. Weight is shifted to the trailing leg so that the lead leg can repeat the sequence)

(Scoring: Record the level of performance that best describes the student's galloping pattern.)

Leg Used: _____

- | | | |
|-------------|--|-------|
| Rudimentary | Galloping flat-footed , student holds arms bent above the waist, has feet shoulder-width or farther apart, and takes flat-footed, awkward steps leading with one foot and following with the other in short, jerky steps. | _____ |
| Functional | Galloping with rocking motion , student gallops with knees slightly bent, swings arms at waist level, and lands on the heels in a slightly awkward rocking motion. | _____ |
| *Mature | Galloping with long strides , student gallops in long, smooth strides with knees bent and swings arms slightly below the waist in opposition to legs. | _____ |

Skip (this item assesses the ability to skip with a rhythmic step-hop pattern)

(Scoring: Record the level of performance that best describes the student's skipping pattern.)

- | | | |
|-------------|--|-------|
| Rudimentary | Skipping stiffly in a step-hop pattern , student skips with an exaggerated step-hop pattern, holding arms stiffly or stationary. | _____ |
| Functional | Skipping with an exaggerated airborne hop , student swings arms hard forward and upward, and step-hops in a rhythmical pattern with an exaggerated, slightly awkward, airborne hopping pattern. | _____ |
| *Mature | Skipping rhythmically , student swings arms slightly in opposition, and step-hops in a relaxed manner with a rhythmic weight transfer from one side to the other. | _____ |

Body Fitness Skills

Arm-Shoulder Flexibility (this item assesses a student's range of motion or flexibility of the shoulder joint)

(Scoring: Record the level of performance that best describes the student's arm circles.)

- | | | |
|-------------|---|-------|
| Rudimentary | Small arm circles , student holds arms straight out to the side at shoulder level and moves arms in small circles between shoulders and waist. | _____ |
| Functional | Medium arm circles , student holds arms straight out to the sides at shoulder level and moves arms in medium-sized circles between head and slightly below hips. | _____ |
| *Mature | Large arm circles , student holds arms straight out to the side at shoulder level and moves arms in large circles from above head to below hips. | _____ |

Midbody Flexibility (this item assesses the range of motion or flexibility of a student's trunk (waist, spine))

(Scoring: Record the level of performance that best describes the student's midbody flexibility.)

- | | | |
|-------------|--|-------|
| Rudimentary | Slight trunk bend , student bends slightly in all four directions (bend forward, bend to the side, bend to the other side, bend back). | _____ |
| Functional | Moderate trunk bend , student bends moderately – 20 to less than 45 degrees – in all four directions (bend forward, bend to the side, bend to the other side, bend back). | _____ |
| *Mature | Full trunk bend , student bends fully – 45 degrees – in all four directions (bend forward, bend to the side, bend to the other side, bend back). | _____ |

Abdominal Strength (this item assesses the student's abdominal strength through sit-ups. The student does as many sit-ups as possible in 20 seconds, with knees bent and arms crossed on chest)

(Scoring: Record the level of performance that best describes the student's abdominal strength.)

Number of Sit-Ups: _____

- | | | |
|-------------|---|-------|
| Rudimentary | Sit-ups at less than a 45-degree angle with arms stretched and knees bent , student does two or more repetitions of less than 45-degrees in poor form with arms uncrossed and legs straightened, stops completely between repetitions, and continues for less than 20 seconds. | _____ |
| Functional | Sit-ups at 45-degree angle, for at least half of sit-ups, with arms crossed and knees bent , student does half or more of the sit-ups in correct form and does continuous repetitions for 20 seconds. | _____ |
| *Mature | Sit-ups at 45-degree angle with arms crossed and knees bent , student does nearly all of the sit-ups correctly and does continuous repetitions for 20 seconds. | _____ |

Leg-Hip Flexibility (this item assesses a student's range of motion or flexibility of the hip joint)

(Scoring: Record the level of performance that best describes the student's leg-hip flexibility.)

- | | | |
|-------------|---|-------|
| Rudimentary | Touching fingertips to toes , student stands with legs shoulder-width apart and knees straight and touches toes with fingertips. | _____ |
| Functional | Touching knuckles to floor , student stands with legs close together and knees straight and touches floor with knuckles. | _____ |
| *Mature | Touching palms to floor , student stands with legs close together and knees straight and touches floor with palms of hands. | _____ |

Arm-Shoulder Strength (this item assesses a student's arm-shoulder strength through push-ups. The student does full push-ups by lowering chest to fist height, approximately three inches from floor, and supporting the body with hands and toes, with arms extended and back straight in the upright position for up to 20 seconds)

(Scoring: Record the level of performance that best describes the student's arm-shoulder strength.)

Number of Push-Ups: _____

- | | | |
|-------------|---|-------|
| Rudimentary | Push-ups with elevated hips , student does all repetitions in poor form, with hips raised too high and back not straight, stops between repetitions, and continues for less than 20 seconds. | _____ |
| Functional | Continuous push-ups with adequate form , student does about half of the repetitions in correct form and continues for 20 seconds. | _____ |
| *Mature | Continuous push-ups with correct form (back and legs straight) , student does nearly all of the repetitions in correct form and continues for 20 seconds. | _____ |

Object Movement Skills

Kick (this item assesses the student's kicking pattern, using a "toe" kick)

(Scoring: Record the level of performance that best describes the student's kicking pattern.)

Leg Used: _____

- | | | |
|-------------|---|-------|
| Rudimentary | Kicking ball with leg movement from the knee , student stands near the ball with knee bent and pushes the ball forward awkwardly with the foot, straightening the leg forward after the kick. | _____ |
| Functional | Kicking ball with minimal follow-through , student stands near the ball and straightens the knee before touching the ball, showing little arm-leg opposition and moving the kicking leg forward slightly awkwardly after kicking the ball. | _____ |
| *Mature | Walking forward, stopping, and kicking ball with follow-through , student takes one or more steps toward ball, places support foot near the ball, with arm-leg opposition, straightens the kicking leg before touching the ball, and continues to move the kicking leg forward after kicking the ball. | _____ |

Bounce/Dribble (this item assesses the student's ability to bounce and dribble a ten-inch ball)

(Scoring: Record the level of performance that best describes the student's bounce/dribble pattern.)

Hand Used: _____

- | | | |
|-------------|--|-------|
| Rudimentary | Bouncing and trapping ball with both hands (bounce the ball once and catch it), student stands with feet stationary, shoulder-width apart, holding the ball at about waist height with both hands, and then pushes the ball straight down and traps or catches the bounced ball against the body. | _____ |
| Functional | Dribbling ball with one hand, feet stationary (stand on the line and use one hand to bounce the ball continuously for 5 bounces), student uses one hand to push the ball downward with fingertips, receives bounced ball using the arm, fingers, and wrist, and then continuously pushes the ball back down with one hand for five bounces. | _____ |
| *Mature | Dribbling ball with one hand while walking or running (walk or run forward around the cones while you bounce (dribble) the ball with one hand). Then dribble the ball back around the cones to the line), student pushes the ball downward and forward with fingertips, steps forward as the ball is bounced and uses fingers to continue bouncing it while walking or running forward around the cone and back again, maintaining continuous bouncing while changing directions. | _____ |

Catch (this item assesses the student's pattern of catching a ball)

(Scoring: Record the level of performance that best describes the student's catching pattern.)

- | | | |
|-------------|---|-------|
| Rudimentary | Trapping ball against chest with both hands , student extends arms forward and awkwardly tries to catch the ball with the hands as it approaches by wrapping arms around it and trapping it against the chest. | _____ |
| *Functional | Catching ball in both hands with feet stationary , student extends bent arms forward, with feet stationary, and catches the ball with hands away from the body. | _____ |
| Mature | Catching ball in both hands while moving , student extends bent arms forward and moves toward the ball as it is caught, with hands away from the body, and brings ball close to body. | _____ |

Overhand Throw (this item assesses the student's ability to throw a ball in an overhand pattern)

(Scoring: Record the level of performance that best describes the student's overhand throwing pattern.)

Hand Used: _____

- | | | |
|-------------|---|-------|
| Rudimentary | Throwing ball overhand with feet stationary , student faces the target, keeps feet parallel and stationary, and throws with hand passing over the shoulder or crossing in front of the body diagonally. | _____ |
| Functional | Throwing ball overhand while stepping forward on the same side , student faces the target and steps forward with the foot on the same side as the throwing arm, throws the ball with hand passing over shoulder, and follows through with throwing arm. | _____ |
| *Mature | Throwing ball overhand while stepping forward on the opposite side , student stands sideways to the target, steps forward with foot opposite throwing arm, and throws ball with hand passing above shoulder and following through with the throwing arm. | _____ |

Strike (this item assesses the student's ability to bat a tossed ball with a sidearm motion)

(Scoring: Record the level of performance that best describes the student's batting pattern.)

Hand Position: _____

- | | | |
|-------------|--|-------|
| Rudimentary | Swinging bat with feet stationary , student grips the bat with hands together about one inch from the base, one hand on top of the other, holds bat out to the side with elbows slightly bent, stands almost sideways to the ball, and swings the bat down and across the front of the body awkwardly, keeping feet stationary without transferring body weight. | _____ |
| Functional | Swinging bat and transferring weight , student grips the bat with hands together about one inch from the base, one hand on top of the other, holds the bat up and back over shoulder, stands sideways to the ball, and swings the bat down and horizontally while transferring weight to the lead foot. | _____ |
| *Mature | Swinging bat, transferring weight, and following through , student grips the bat with hands together about one inch from the base, dominant hand on top, holds the bat over the shoulder, stands sideways to the ball with weight on the foot farthest from ball, swings the bat forward leading with the hands and shifts weight to the forward foot in a smooth, integrated motion. | _____ |

Underhand Throw (this item assesses the student's underhand throwing pattern)

(Scoring: Record the level of performance that best describes the student's overhand throwing pattern.)

Hand Used: _____

- | | | |
|-------------|---|-------|
| Rudimentary | Throwing ball underhand with feet stationary , student stands with feet shoulder-width apart, swings the throwing arm downward, back, and then forward, and releases the ball without following through with the throwing arm. | _____ |
| Functional | Throwing ball underhand while stepping forward on same side , student swings the throwing arm downward, back and then forward, while stepping forward on the same side, releases ball and follows through with the throwing arm. | _____ |
| *Mature | Throwing ball underhand while stepping forward with the opposite foot , student swings the throwing arm forward and up, and then swings the throwing arm downward, back, and then forward while stepping forward with the opposite foot, releases the ball, and follows through with the throwing arm. | _____ |

Underhand Roll (this item assesses the student's ability to roll a ball using an underhand motion)

(Scoring: Record the level of performance that describes the student's underhand rolling pattern.)

Hand Used: _____

- | | | |
|-------------|--|-------|
| Rudimentary | Rolling ball from between legs in standing position , student stands leaning forward with feet shoulder-width apart and knees bent, holds the ball with hands on the side and the back of the ball, and then swings the ball slightly back and pushes it forward, extending both arms. | _____ |
| Functional | Rolling ball from side in standing position , student stands with feet apart and holds the ball in both hands at about waist height, and then swings the ball down and back to one side, mainly with one hand, while bending knees and leaning forward, releases the ball with one hand, and follows through with hand and arm, shifting weight to one side, but not from one leg to another. | _____ |
| *Mature | Rolling ball from side while stepping with opposite leg and transferring weight , student stands with feet close together holding ball in both hands at about waist height, swings the ball down and back on one side with one hand while bending the knees and leaning forward, steps forward with the foot opposite the rolling arm, releases the ball, and follows through with the rolling arm. | _____ |

Kindergarten Motor Skills Assessment

Student: _____

Age: _____

Today's Date: _____

Can the student:

Identify each body part? Correctly identified parts are circled.

Head	Eyes	Neck
Shoulders	Chest	Back
Elbows	Wrists	Hips
Knees	Ankles	Feet

Jump in place 5 times?	Yes	No
Jump forward without losing balance?	Yes	No
Jump from the jump box landing with feet together?	Yes	No
Hop on left foot 5 times?	Yes	No
Hop on right foot 5 times?	Yes	No
Stand on left foot for 5 seconds?	Yes	No
Stand on right foot for 5 seconds?	Yes	No
Stand on left foot for 5 seconds with eyes closed?	Yes	No
Stand on right foot for 5 seconds with eyes closed?	Yes	No
Walk a 5-foot line cross-step without stepping off?	Yes	No
Walk a 5-foot line heel to toe without stepping off?	Yes	No
Walk a balance beam?	Yes	No
Jump rope?	Yes	No
Skip?	Yes	No
Duplicate a simple rhythmic pattern?		
Clap, slap knees, clap, slap knees	Yes	No
Stomp, clap, stomp	Yes	No



St. Mary Cathedral Elementary School Physical Education

_____ 's Skill Building Record Sheet

Date: Skill:

Attempts:



no



yes

Total: Percent:

		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		
		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10		



St. Mary Cathedral Elementary School Physical Education

Locomotor Skill Assessment

Teacher: _____
 Grade: _____
 Skill: **Jumping**
 Date(s): _____

Overall rating:

+	commendable
	Satisfactory
√	Needs Improvement
/	Not yet taught

Student	Cue 1		Cue 2		Cue 3		Cue 4		Cue 5		Overall
	head in neutral position with eyes open & looking forward		sitting in a chair		swing arms back, forward, and upward		take off on both feet and land on both feet		land lightly on balls of feet with knees bent		
1.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
6.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
7.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
8.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
9.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
10.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
11.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
12.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
14.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
15.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
16.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
17.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
18.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
19.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
20.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
22.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	



St. Mary Cathedral Elementary School Physical Education

Locomotor Skill Assessment

Teacher: _____
 Grade: _____
 Skill: **Hopping**
 Date(s): _____

Overall rating:

+	commendable
	Satisfactory
√	Needs Improvement
/	Not yet taught

Student	Cue 1		Cue 2		Cue 3		Cue 4		Cue 5		Overall
	head in neutral position with eyes open & looking forward		non-support leg leads the hop & "pumps" up & down		arms work together in an upward motion		take off on one foot and land on same foot		land lightly on balls of foot with knees bent		
1.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
6.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
7.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
8.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
9.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
10.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
11.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
12.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
14.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
15.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
16.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
17.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
18.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
19.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
20.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
22.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	



St. Mary Cathedral Elementary School Physical Education

Locomotor Skill Assessment

Teacher: _____
 Grade: _____
 Skill: **Leaping**
 Date(s): _____

Overall rating:

+	commendable
	Satisfactory
√	Needs Improvement
/	Not yet taught

Student	Cue 1		Cue 2		Cue 3		Cue 4		Cue 5		Overall
	head in neutral position with eyes open & looking forward		push off with lead leg		"part the curtain" with both arms & lift with chest		"cross the creek" to go as long & high as possible		land lightly on ball of opposite foot		
1.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
6.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
7.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
8.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
9.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
10.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
11.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
12.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
14.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
15.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
16.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
17.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
18.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
19.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
20.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
22.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	



St. Mary Cathedral Elementary School Physical Education

Locomotor Skill Assessment

Teacher: _____
 Grade: _____
 Skill: **Galloping**
 Date(s): _____

Overall rating:

+	commendable
	Satisfactory
√	Needs Improvement
/	Not yet taught

Student	Cue 1		Cue 2		Cue 3		Cue 4		Cue 5		Overall
	head in neutral position with eyes open & looking forward	head in neutral position with eyes open & looking forward	face forward (head, trunk, feet) to direction of movement	face forward (head, trunk, feet) to direction of movement	step forward with lead leg	step forward with lead leg	close with trailing leg	close with trailing leg	lead leg remains in front of trailing leg throughout gallop	lead leg remains in front of trailing leg throughout gallop	
1.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
6.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
7.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
8.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
9.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
10.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
11.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
12.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
14.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
15.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
16.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
17.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
18.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
19.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
20.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
22.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	



St. Mary Cathedral Elementary School Physical Education

Locomotor Skill Assessment

Teacher: _____
 Grade: _____
 Skill: **Skipping**
 Date(s): _____

Overall rating:

+	commendable
	Satisfactory
√	Needs Improvement
/	Not yet taught

Student	Cue 1		Cue 2		Cue 3		Cue 4		Cue 5		Overall
	head in neutral position with eyes open & looking forward		step forward on one foot, hop on same foot		step forward on other foot, hop on same foot		arms swing in opposition		land lightly on balls of feet		
1.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
6.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
7.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
8.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
9.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
10.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
11.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
12.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
14.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
15.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
16.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
17.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
18.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
19.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
20.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
22.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	



St. Mary Cathedral Elementary School Physical Education

Manipulative Skill Assessment

Teacher: _____
 Grade: _____
 Skill: **Underhand Throwing**
 Date(s): _____

+	commendable
	Satisfactory
√	Needs Improvement
/	Not yet taught

Student	Cue 1		Cue 2		Cue 3		Cue 4		Cue 5		Overall
	throwing hand	ball gripped firmly in	opposite side	point and step toward target with arm and leg on	backward	ball brought down &	ball brought forward and released just past knees	follow-through in the direction of the target	Yes	No	
1.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
6.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
7.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
8.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
9.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
10.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
11.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
12.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
14.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
15.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
16.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
17.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
18.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
19.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
20.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
22.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	



St. Mary Cathedral Elementary School Physical Education

Manipulative Skill Assessment

Teacher: _____
 Grade: _____
 Skill: **Overhand Throwing**
 Date(s): _____

+	commendable
□	Satisfactory
√	Needs Improvement
/	Not yet taught

Student	Cue 1		Cue 2		Cue 3		Cue 4		Cue 5		Overall
	ball gripped firmly in throwing hand	ball gripped firmly in opposite side	point and step toward target with arm and leg on opposite side	point and step toward target with arm and leg on opposite side	ball brought next to ear on throwing side of body	ball brought next to ear on throwing side of body	ball released just past head	ball released just past head	ball backward, forward, & released just past head	ball backward, forward, & released just past head	
1.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
6.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
7.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
8.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
9.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
10.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
11.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
12.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
14.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
15.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
16.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
17.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
18.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
19.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
20.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
22.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	



St. Mary Cathedral Elementary School Physical Education

Manipulative Skill Assessment

Teacher: _____
 Grade: _____
 Skill: **Rolling Small Ball**
 Date(s): _____

+	commendable
	Satisfactory
√	Needs Improvement
/	Not yet taught

Student	Cue 1		Cue 2		Cue 3		Cue 4		Cue 5		Overall
	throwing hand	ball gripped firmly in	opposite side	point and step toward target with arm and leg on	backward	ball brought down &	ball brought forward and released just past knees	follow-through in the direction of the target			
1.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
2.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
3.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
4.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
5.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
6.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
7.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
8.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
9.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
10.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
11.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
12.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
13.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
14.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
15.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
16.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
17.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
18.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
19.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
20.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
21.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
22.	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	

Name: _____



Gymnastics Skills Test

Directions: Place an "X" beside the skills you will be performing for your Gymnastics Skills Test.

Dance Movements: Select 3

- Kick (left & right)
- Body Wave
- Cat Leap

- Hitch Kick
- Scale
- Arabesque

Tumbling: Select 4

- Forward Roll
- Forward Roll, Step Out
- Backward Roll to Knee Scale
- Backward Roll to Stand

- Headstand to Forward Roll
- Handstand Scissors
- Handstand
- Handstand with 1/2 Turn

Balance Beam: Select 3

- Walk (Forward & Backward)
- Walk, 1/2 Turn
- Walk, 1 Turn

- Dip Step
- Scale
- Jump

Skill Sequences: Select 1

- Body Wave --> Cat Leap --> Hitch Kick --> Scale
- Forward Roll --> Arabesque --> Backward Roll
- Handstand Scissors --> Backward Roll --> Arabesque
- Balance Beam: Walk, 1/2 Turn --> Scale --> Walk Backward --> Dip Step to End of Beam



Volleyball

Skill Assessment Written Descriptions

The volleyball skill assessment has been designed for groups of three students. At each station, the student will have the choice of using either a regulation or trainer volleyball.

Red Station: Legal Serves

Partner A will be the first server, Partner B will be the first retriever, and Partner C will be the first recorder. Server attempts one legal serve over the net. The retriever retrieves the ball and ROLLS it back to the server. The recorder records the server's results. This process is repeated for all 10 of the server's attempts. All students switch roles after the shooter has completed 10 attempts (server becomes retriever, retriever becomes recorder, and recorder becomes server). Make certain to score this station as described on the score sheet.

When finished with this station, move on to the Orange/Serves for Accuracy station.

Orange Station: Serves for Accuracy

Partner A will be the first server, Partner B will be the first retriever, and Partner C will be the first recorder. Server attempts one serve for accuracy. The retriever retrieves the ball and ROLLS it back to the server. The recorder records the server's results. This process is repeated for all 10 of the server's attempts. All students switch roles after the shooter has completed 10 attempts (server becomes retriever, retriever becomes recorder, and recorder becomes server). Make certain to score this station as described on the score sheet.

When finished with this station, move on to the Yellow/Forearm Passes station.

Yellow Station: Forearm Passes

Partner A will be the first passer, Partner B will be the first tosser/retriever, and Partner C will be the first recorder. Tossers make two-handed underhand toss to the passer who attempts to forearm pass the ball against the wall and into the upper painted area. The retriever retrieves the ball, returns to the designated tossing spot, and prepares to toss another ball toward the passer. The recorder records the passer's results. This process is repeated for all 10 of the passer's attempts. All students switch roles after the passer has completed 10 attempts (passer becomes tosser/retriever, tosser/retriever becomes recorder, and recorder becomes passer). Make certain to score this station as described on the score sheet.

When finished with this station, move on to the Green/Jump Shots station.

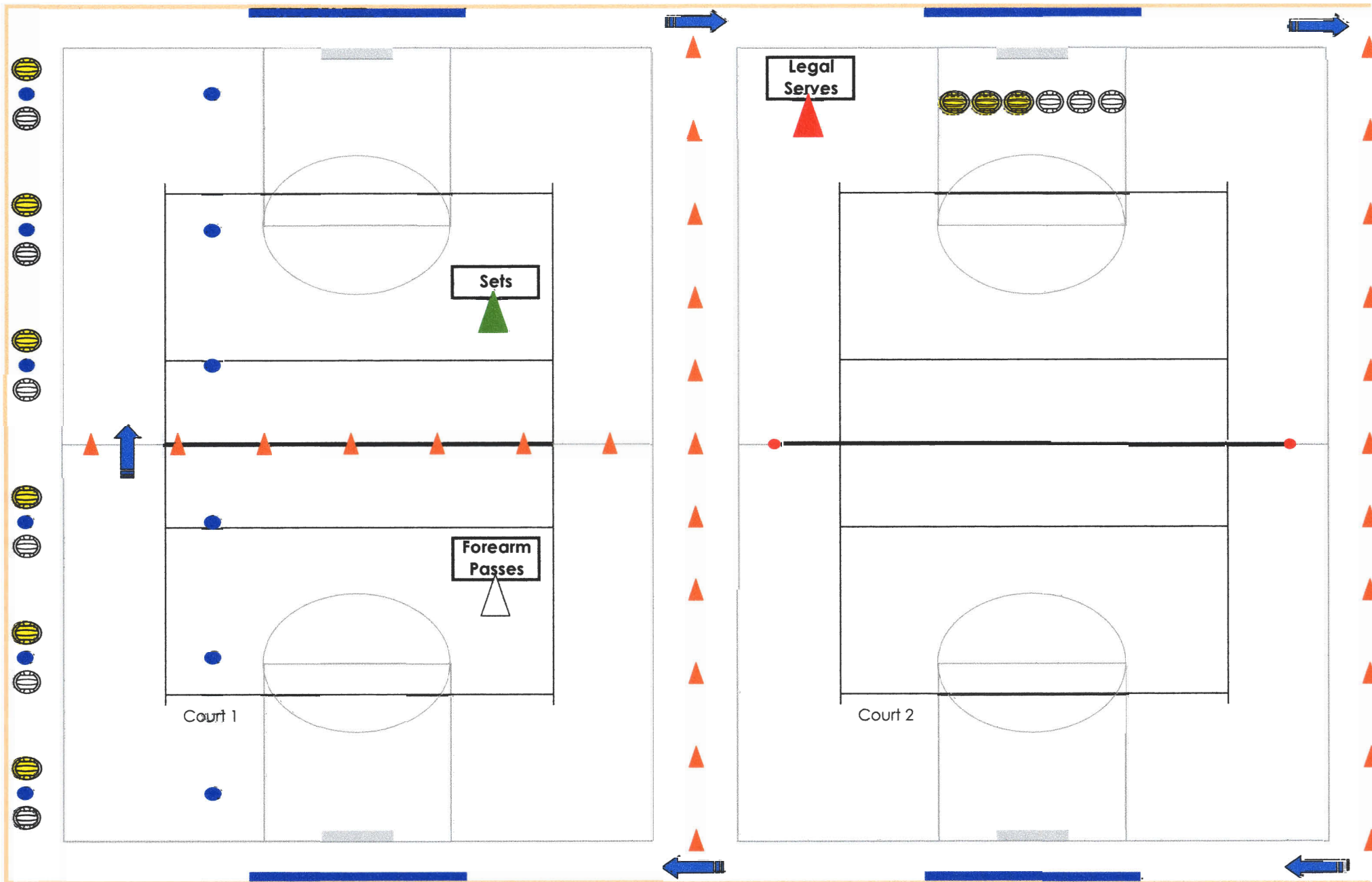
Green Station: Set Passes

Partner A will be the first setter, Partner B will be the first tosser/retriever, and Partner C will be the first recorder. Tossers make two-handed underhand toss to the setter who attempts to set pass the ball against the wall and into the upper painted area. The retriever retrieves the ball, returns to the designated tossing spot, and prepares to toss another ball toward the setter. The recorder records the setter's results. This process is repeated for all 10 of the setter's attempts. All students switch roles after the setter has completed 10 attempts (setter becomes tosser/retriever, tosser/retriever becomes recorder, and recorder becomes setter). Make certain to score this station as described on the score sheet.

When finished with this station, move on to the Red/Legal Serves station.

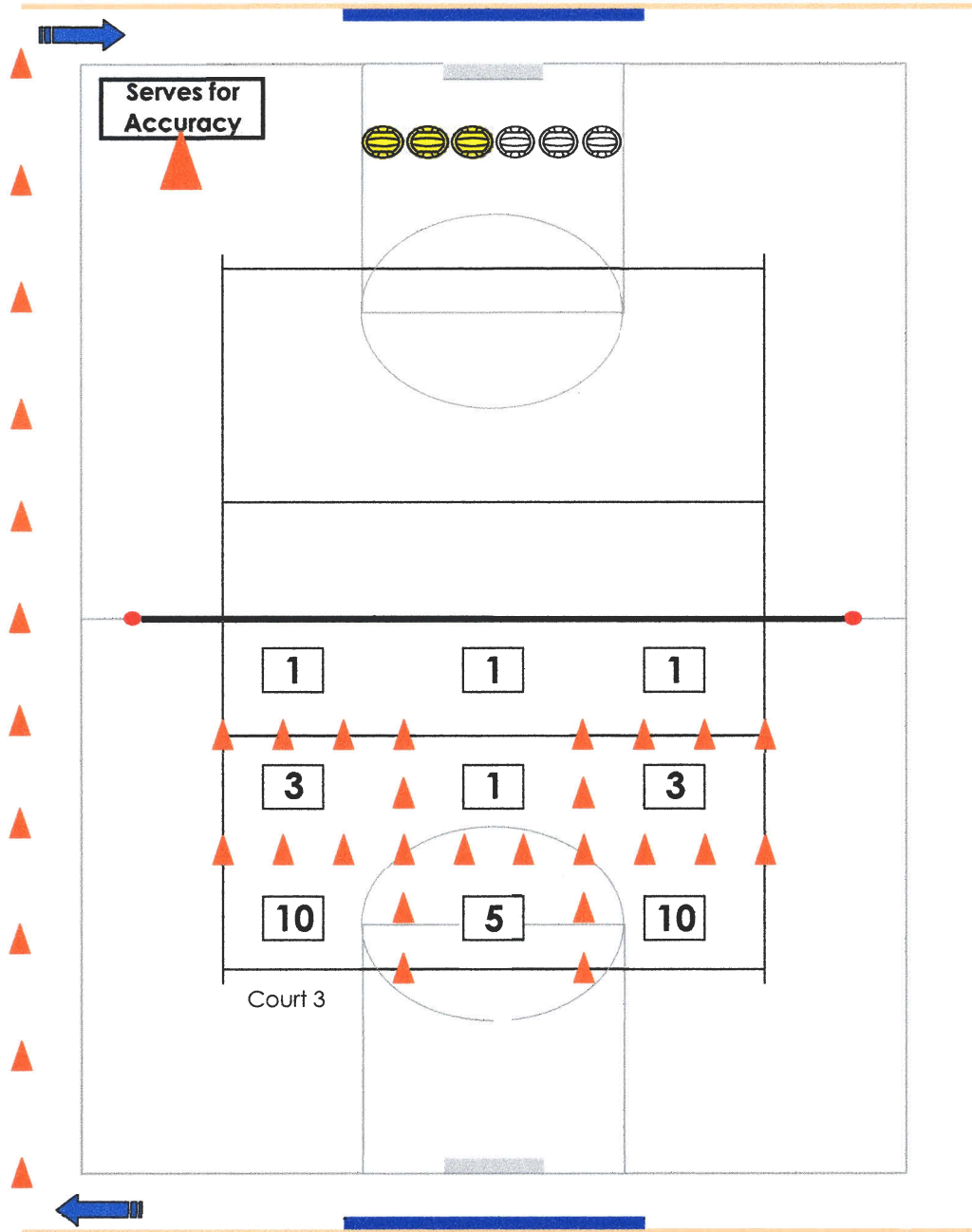
Volleyball

Skill Assessment Floor Diagram



Volleyball

Skill Assessment Floor Diagram



Volleyball

Skill Assessment Equipment List

Miscellaneous:

clipboards (one per group)
floor diagram
floor tape (various colors)
pencil sharpener
pencils (one per group)

plastic-tac
score sheets (one per student)
stopwatches -- 2
small orange cones (all available)
tape measure

Legal Serves

large red cone
station directions

regulation volleyball -- 3
trainer volleyball -- 3

Serves for Accuracy

large orange cone
station directions

regulation volleyball -- 3
trainer volleyball -- 3
number cards -- 1 (X4), 3 (X2), 5 (X1), 10 (X2)
small orange cones -- at least 24

Forearm Passes

large yellow cone
station directions

regulation volleyball -- 3
trainer volleyball -- 3
polyspots -- 6

Sets

large green cone
station directions

regulation volleyball -- 3
trainer volleyball -- 3
polyspots -- 6

Name:

Legal Serves:

Legal: 1 2 3 4 5 6 7 8 9 10

Serves for Accuracy:

Score: 1 2 3 4 5 6 7 8 9 10

Forearm Passes:

Accurate: 1 2 3 4 5 6 7 8 9 10

no

Set Passes:

Accurate: 1 2 3 4 5 6 7 8 9 10

yes
1

Name:

Legal Serves:

Legal: 1 2 3 4 5 6 7 8 9 10

Serves for Accuracy:

Score: 1 2 3 4 5 6 7 8 9 10

Forearm Passes:

Accurate: 1 2 3 4 5 6 7 8 9 10

no

Set Passes:

Accurate: 1 2 3 4 5 6 7 8 9 10

yes
1



St. Mary Cathedral Elementary School Physical Education

Supplementary Report Card for Quarter 1

Student: **Amelia** [REDACTED]
 Teacher: **Mrs. Maggie Yarnall**
 Grade: **Second**

Skill: **Underhand Throw** Overall level of maturity for this skill: \checkmark

Skill Cue:	Score:
ball gripped firmly in throwing hand	Y
point and step toward target with arm and leg on opposite side	N
ball brought down and backward	Y
ball brought forward and released just past the knees	N
follow-through in the direction of the target	N

Skill: **Overhand Throw** Overall level of maturity for this skill: \checkmark

Skill Cue:	Score:
ball gripped firmly in throwing hand	Y
point and step toward target with arm and leg on opposite side	N
ball brought next to ear on throwing side of body	Y
ball backward, forward, and released just past head	Y
follow-through in direction of target	N

Skill: **Rolling Small Ball** Overall level of maturity for this skill: \checkmark

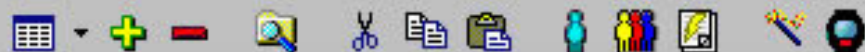
Skill Cue:	Score:
ball gripped firmly in throwing hand	Y
point and step toward target with arm and leg on opposite side	N
ball brought next to ear on throwing side of body	Y
ball backward, forward, and released just past head	Y
follow-through in direction of target	N

- + Commendable
- S Satisfactory
- \checkmark Needs Improvement

Amelia's Skill Building Results for this quarter:

Date:	Skill:	Hits:	Attempts:	Rating:
10/11/2007	Underhand Throw	3	10	√
10/11/2007	Overhand Throw	4	10	S
10/11/2007	Rolling Small Ball	0	0	

- 10 + Commendable
- 9 + Commendable
- 8 + Commendable
- 7 S Satisfactory
- 6 S Satisfactory
- 5 S Satisfactory
- 4 S Satisfactory
- 3 √ Needs Improvement
- 2 √ Needs Improvement
- 1 √ Needs Improvement



Teacher: Course:

Starting Week Of: Weeks to Show:

	A	B	C	D	E	F	G	H	I	J	K	L
1								Week - 5				
2								Thursday	Friday	Saturday	Sunday	Monday
3		Students	Item	Points	Max Points	Grade	Percent	8/14/03	8/15/03	8/16/03	8/17/03	8/18/03
4	<input type="checkbox"/>	Banana, Anna										
5			Attendance	17	30	F	56.7		Present			
6			Attire	25	30	B	83.3		Dress			
7	<input type="checkbox"/>	Barbarino, Vinnie										
8			Attendance	30	30	A+	100		Present			
9			Attire	30	30	A+	100		Dress			
10	<input type="checkbox"/>	Boop, Betty										
11			Attendance	30	30	A+	100		Present			
12			Attire	30	30	A+	100		Dress			
13	<input type="checkbox"/>	Bunker, Edith										
14			Attendance	25	30	B	83.3		Absent			
15			Attire	30	30	A+	100		Dress			
16	<input type="checkbox"/>	Conehead, Beldar Singh										
17			Attendance	27	30	A-	90		Tardy			
18			Attire	30	30	A+	100		Dress			
19	<input type="checkbox"/>	Doo, Scooby										
20			Attendance	25	30	B	83.3		Absent			
21			Attire	30	30	A+	100		Dress			
22	<input type="checkbox"/>	Epstein, Juan										
23			Attendance	30	30	A+	100		Present			

PE Report Card

Student: Betty Boop
Teacher: Crabtree, Ms.
Course: Pe 101

Date Range: Tue 4/1/2003 - Thu 8/14/2003

Date of Birth: 4/4/92 **Gender:** F
Address: 9600 San Mateo NE
 Albuquerque NM 87113
Email: bett.boop@school.org
Home Phone: (505)344-1400 **Ext:**

Alerts:
Asthma

Grade Weights

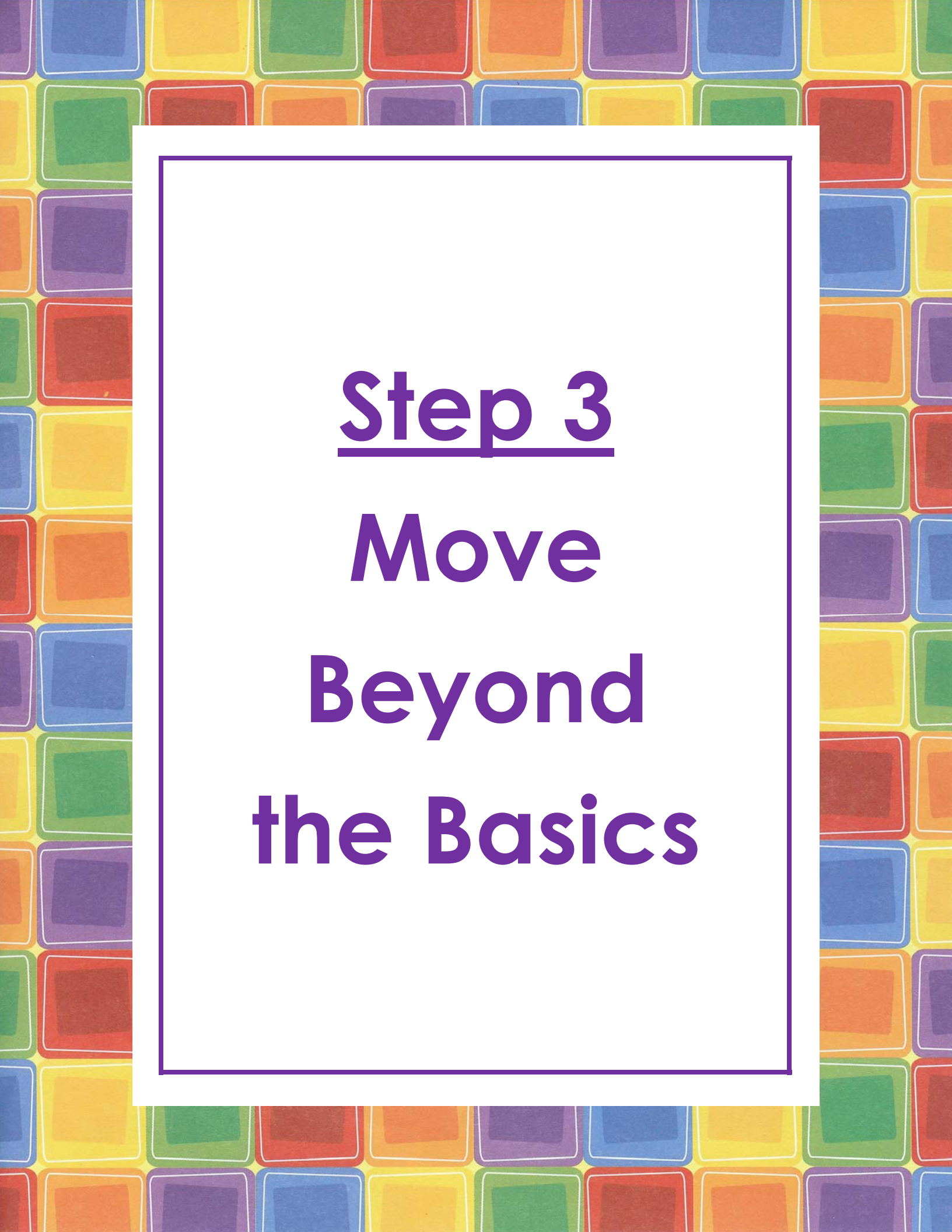


Notes:

Tue 7/15/2003 Betty was feeling sick today, but participated anyway.

Grades

			Weight	Points	Percent	Grade
Attendance			12%	192/215	89.3%	A
	Tuesday 07/15/2003	Absent		-5		
	Monday 07/14/2003	Absent		-5		
	Friday 06/13/2003	Absent		-5		
	Thursday 05/22/2003	Excused Absence		0		
	Wednesday 05/14/2003	Absent		-5		
	Monday 05/12/2003	Tardy		-3		
Attire			12%	215/215	100%	A
Attitude			12%	172/172	100%	A
Performance			12%	171/172	99.4%	A
	Wednesday 07/09/2003	Self Responsibility		-1		
Basketball (3 of 3 Skills Graded)			12%	15/15	100%	A
	Monday 07/14/2003	Skill Number 1. Shooting		Makes Baskets	5	
	Monday 07/14/2003	Skill Number 1. Blocking		Excellent Blocker	10	
	Monday 07/14/2003	Skill Number 1. Free Throwing		Excellent Free Throwing	15	
Sample Assignment			12%	84/100	84%	B
	Assignment: This is a Sample Assignment	Assigned: 07/11/2003	Due: 07/31/2003	Missing		
Cardiovascular Health Written Assignment			12%	92/100	92%	A
	Assignment:	Assigned: 07/14/2003	Due: 07/14/2003	Missing		
Parent Heart Rate Assignment			16%	95/100	95%	A
	Assignment:	Assigned: 07/14/2003	Due: 07/14/2003			
Overall Grade					95%	A



Step 3
Move
Beyond
the Basics



All
Children
Exercise
Simultaneously

Celebrating 21 Years
May 6, 2009



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NEW [Be The First To Sign Up For The New Exercise US Program.....Click Here](#)

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Project ACES.....



"The World's Largest Exercise Class"

ACES is an acronym for All Children Exercise Simultaneously

★ [CLICK HERE](#) to learn how you can organize a Project ACES event ★

Welcome to the home of Project ACES, a child friendly web site. Project ACES was created by Len Saunders in 1989 as a method of motivating children to exercise. ACES takes place on the first Wednesday in May as part of National Physical Fitness and Sports Month along with National Physical Education Week. It has been labeled as "the world's largest exercise class" by the media. Since 1989, millions of children from all over the world exercise together to promote proper health and fitness habits. With the obesity epidemic facing the youth of the world, children's fitness plays a major role in fighting heart disease.



Exercise is fun.....and good for your heart !

NEW

The Project
ACES Store

[Click Here](#)



The Youth Fitness Coalition (YFC) and the Project ACES web site are for advice and information only. Anyone participating in an exercise program do so at their own risk, and should be healthy and medically cleared by a doctor. If not, seek out medical guidance prior to engaging in any type of physical activity. Increased physical activity may be dangerous for some people. The YFC assumes no responsibility for any accidents, injuries, or damages as a result of any person's voluntary participation in any YFC or Project ACES activities or events.



AMERICAN COLLEGE
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LEADING THE WAY



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Professional Portfolio of Kristina D. Serra

Bulletin Boards

I have always used bulletin boards as a regular part of my teaching either as part of an actual lesson or to inform and/or motivate my students at other times. I have created these displays for use in the gym for Physical Education classes, in the Health classrooms, in locker rooms, in hallways, and also in my own office. Although I do like to create my own original bulletin boards, I have found the "[Bulletin Board](#)" site at P. E. Central extremely helpful at times when I may be having difficulty thinking of an idea.

The first bulletin board pictured below was created with the assistance of a Purdue student who was completing a field experience in my class at St. Mary Cathedral Elementary School in Lafayette, Indiana. The kindergarten and first grade students were learning and practicing their basic locomotor skills. As the individual skills were taught, the leaves were removed from the tree and placed on the "ground" below. The students also enjoyed thinking of other P. E. activities that lead to improved physical fitness. I designed the second bulletin board during the 2008 Summer Olympics to track the medal count and to provide other information related to the Olympics in Beijing.



Professional Portfolio of Kristina D. Serra

Demonstration Day

Toward the end of each school year, and preferably in conjunction with Grandparents' Day, I like to plan a "Physical Education Demonstration Day." In preparation for this day, the students in each class and/or grade "practice and perfect" a unique activity. During the Demonstration Day program, each class/grade performs the newly learned skill for the remainder of the student body and parents and/or grandparents when possible. In the past, I have used the oldest students in the school (if fifth or eighth graders only) to serve as presenters and activity coordinators during the event. I create a keepsake program that outlines the Demonstration Day activities for the parents and/or grandparents that are in attendance.



Professional Portfolio of Kristina D. Serra

Elks National “Hoop Shoot” Free-Throw Program

During the second-to-last week in January, the second through sixth grade students begin preparation for the Elks National “Hoop Shoot” Free-Throw Program. The students are introduced to the program and the rules for competing. The remainder of the week is spent “practicing and perfecting” their free-throw techniques. The last week in January is spent on shooting free-throws, recording results, and determining boy and girl age-group winners.



Professional Portfolio of Kristina D. Serra

Every Step Counts

The "Every Step Counts" program, which calls for the students to wear pedometers each day during class, is one that I put in place with the assistance of a student teacher. I solicited the donation of 24 pedometers from a fellow P. E. teacher. Since the St. Mary's students wear uniforms to class, I first had to develop/design a way for each student to wear the pedometer regardless of attire. I used Velcro belts, similar to flag football equipment, which I already had in my equipment inventory. I also developed a loop system using several rubber bands that connected each pedometer to a belt so that if the pedometer became dislodged it did not fall to the floor. The program started with each grade being presented with three state options for the selection of an initial destination. Students were given a variety of details concerning each state such as location, weather, tourist attractions, famous natives, etc. and were allowed to vote for their favorite choice. Once destinations were selected, students wore the pedometers from the beginning to the end of each class. The number of steps taken by each student in each grade on a daily basis was recorded and charted on a giant U. S. map that hung on one wall in the gym.

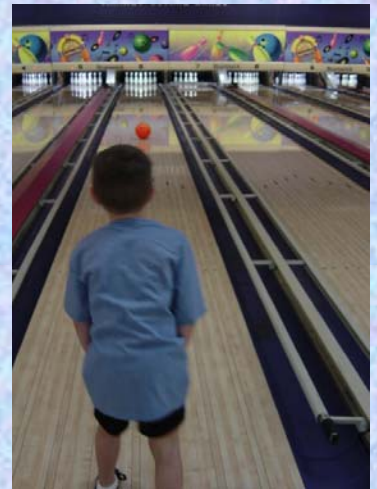


Professional Portfolio of Kristina D. Serra

Family Fitness Nights

Once each month during the school year, I like to invite the students of the school and their families to an event that allows them to play and exercise together. Past activities have included open gym, bowling, and swimming. Ideas for future evenings include a picnic and fitness walk, bicycle ride, sledding, and a playing a variety of recreational sports. The Family Fitness Night lasts approximately two hours and is designed in such a way that any number of families are able to participate.





Professional Portfolio of Kristina D. Serra

Fitness Calendars

The National Association for Sport and Physical Education (NASPE) posts monthly fitness calendars on the "Teacher Toolbox" portion of its web site. Elementary and secondary calendars are available in both English and Spanish. In the past, I have posted these in the gym and around the school, uploaded them to my professional web site, and also forwarded them to the principal and/or school secretary for inclusion in the schools regular bulletin. In the future, I would like to create a summer activity challenge: ask parents to sign the completed calendar, and children return their signed, completed calendar for a physical activity reward once they return to school in the fall.



Did you exercise today?



March 2008
Elementary Fitness Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
20 Ski through the neighborhood today with your best friend!	21 Play soccer four squares during recess.	22 Crank and throw a ball today! Do catches each time.	23 Do 15 curl ups today in the morning and before bed time.	24 Play with a hula hoop today for 15 minutes. Don't forget to wear your helmet!	25 Get outside and jog your family team on the yard for spring. Givekicking is great exercise!	26 Go to the local animal shelter and walk the dogs.
27 Help your family clean the basement today. Lifting boxes make you strong!	28 Crank and throw a ball today! Do catches each time.	29 Do 10 pushups today. Try this 3 times during the day. Can you do more than 10 at a time?	30 Do 10 curl ups with a ball in your hands. Reach the ball from side to side as you sit up. Do 4 again after a rest!	31 Do 10 soccer curls with a ball in your hands. Kick the ball from side to side as you sit up. Do 4 again after a rest!	1 Try running as fast as you can around the playground until you get strong muscles. Take a rest and stretch.	2 Try running as fast as you can around the playground until you get strong muscles. Take a rest and stretch.
3 Daylight saving time begins today. Go for a power walk after dinner with your family!	4 Get a ball and try to score goals in a safe target. Can you make the goal?	5 Do 10 pushups today. Try this 3 times during the day. Can you do more than 10 at a time?	6 Do 10 curl ups with a ball in your hands. Reach the ball from side to side as you sit up. Do 4 again after a rest!	7 Do 10 soccer curls with a ball in your hands. Kick the ball from side to side as you sit up. Do 4 again after a rest!	8 Try running as fast as you can around the playground until you get strong muscles. Take a rest and stretch.	9 Do 10 pushups today. Try this 3 times during the day. Can you do more than 10 at a time?
10 Get outside and try a sit today!	11 Do 10 pushups today. Try this 3 times during the day. Can you do more than 10 at a time?	12 Do 10 curl ups with a ball in your hands. Reach the ball from side to side as you sit up. Do 4 again after a rest!	13 Do 10 soccer curls with a ball in your hands. Kick the ball from side to side as you sit up. Do 4 again after a rest!	14 Try running as fast as you can around the playground until you get strong muscles. Take a rest and stretch.	15 Do 10 pushups today. Try this 3 times during the day. Can you do more than 10 at a time?	16 Do 10 curl ups with a ball in your hands. Reach the ball from side to side as you sit up. Do 4 again after a rest!
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MARZO 2008
Calendario de Preparación Física de Primaria

DOMINGO	LUNES	MARTES	MÉRCULES	VIERNES	SÁBADO
20 Juega con el vecindario hoy con tu mejor amigo.	21 Juega a Four Square durante el recreo.	22 Juega con el hula hoop hoy. ¡Puedes hacerlo girar 100 veces!	23 Mueve tu cuerpo hoy durante 15 minutos. ¡No olvides usar el casco!	24 Sal a correr hoy. ¡Cambia como puedes al correr de lado de un árbol hasta que te canses. ¡Observa y haz anotaciones!	25 Juega a hop-hop hoy. ¡Cambia como puedes al saltar de un árbol a otro árbol hasta que te canses. ¡Observa y haz anotaciones!
26 Ayuda a tu familia a limpiar el sótano. Levantar cajas te fortalece.	27 Lanza y atrapa un balón 20 veces cada vez.	28 Juega con el hula hoop hoy. ¡Puedes hacerlo girar 100 veces!	29 Mueve tu cuerpo hoy durante 15 minutos. ¡No olvides usar el casco!	30 Sal a correr hoy. ¡Cambia como puedes al correr de lado de un árbol hasta que te canses. ¡Observa y haz anotaciones!	31 Juega a hop-hop hoy. ¡Cambia como puedes al saltar de un árbol a otro árbol hasta que te canses. ¡Observa y haz anotaciones!
1 Ayuda a tu familia a limpiar el sótano. Levantar cajas te fortalece.	2 Lanza y atrapa un balón 20 veces cada vez.	3 Juega con el hula hoop hoy. ¡Puedes hacerlo girar 100 veces!	4 Mueve tu cuerpo hoy durante 15 minutos. ¡No olvides usar el casco!	5 Sal a correr hoy. ¡Cambia como puedes al correr de lado de un árbol hasta que te canses. ¡Observa y haz anotaciones!	6 Juega a hop-hop hoy. ¡Cambia como puedes al saltar de un árbol a otro árbol hasta que te canses. ¡Observa y haz anotaciones!
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Professional Portfolio of Kristina D. Serra

Gym Bees

The "Gym Bees" program, which highlights a different character development trait each week, is one that I put in place with the assistance of a student teacher. I compiled a list of desirable behavior that students should be encouraged to demonstrate while in Physical Education classes. In order to help students better understand and practice this behavior in the gym, examples from home and in the classroom are also discussed with the students. At the end of each week, one student from each class that has positively practiced the trait during the week is recognized with a certificate and his/her picture is taken and posted on the "Gym Bees" display for all in the school to see.





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U Save Lives



Take a shot with Hoops For Heart. Check out what it is all about! U can help save lives with Hoops For Heart.

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Professional Portfolio of Kristina D. Serra

Joke of the Day

I use a "Joke of the Day" to reward entire classes for appropriate behavior. At the start of the year, I tell each of the classes a sports-related joke at the end of class when they are in line waiting for the classroom teacher to arrive only if the class, as a whole, demonstrates appropriate behavior and accomplished the daily objective(s). After a few weeks of class, I offer all of the students the opportunity to submit a joke to tell to the rest of the classes. Pictured below is the form that I distribute to the students.

**Physical Education
Joke of the Day**

My name is _____.

My teacher is _____.

My question is: _____

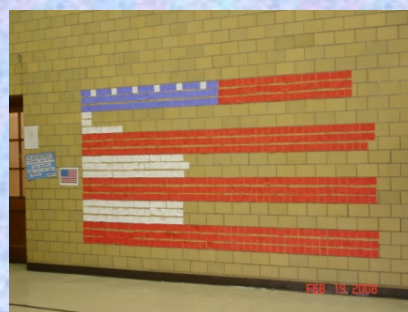
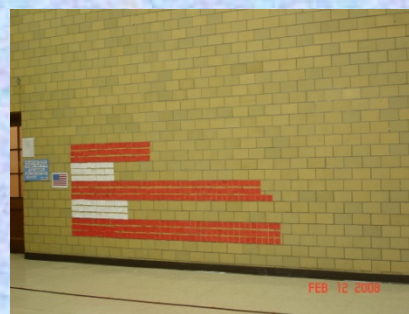
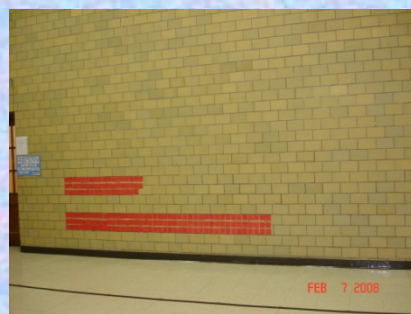
_____?

My answer is: _____.

Professional Portfolio of Kristina D. Serra

Jump Rope Club

The Jolly Jumpers Jump Rope Club is one program that I started to promote physical activity during recess. Students are first introduced to the three-level (red, white, blue) developmental program during the regular P. E. class. The developmental program has approximately 20 skills for students to master at each of the levels. Students must first pass all of the skills in the red level before progressing to the white level and then all white-level skills before moving onto the blue level. As student's pass individual skills in each level, he/she earns a skill square which is added to the display on the gym wall. After two weeks of close supervision in Physical Education, the jump rope club is turned over to the recess supervisors and is continued throughout the year.



Main Menu

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Students

Parents

cool thank you gifts

Happy 30th Anniversary Jump Rope For Heart

Welcome to Jump Rope For Heart!

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Did you know that by participating in Jump Rope For Heart you're helping to save lives?

Jump Rope For Heart is a national educational fund-raising program that is sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Jump Rope For Heart engages elementary students in jumping rope while raising funds to support lifesaving heart and stroke research. Students ask friends and family for donations and receive thank-you gifts based on the dollars they raise. This educational program teaches physical fitness and promotes the value of community service to students and their families. It shows students that they can contribute to their community's welfare.

[You can sign up and raise money online!](#) Check out our new computer donation Web site and find out how easy it is. [Watch our great video for more information!](#)

[I AM READY to raise money online for Jump Rope For Heart!](#)

After you click on "I am ready!" you'll be asked to...



- 1 Select whether you are signing up for the first time, a returning user, or just want to donate to a participant.
- 2 When registering, click on your state to find your school. Complete the sign-up form. Be sure to ask an adult for help.
- 3 Personalize your online fundraising webpage by selecting a picture from our Image Library and writing your own message.
- 4 Send e-mails to your friends and family members to let them know how you're helping the American Heart Association, and how they can help too!
- 5 When it's time to turn in your collection envelope, print your Donation Report and put it in your envelope.

To register your school for Jump Rope For Heart, please fill out this [form](#).

Sponsor a Student

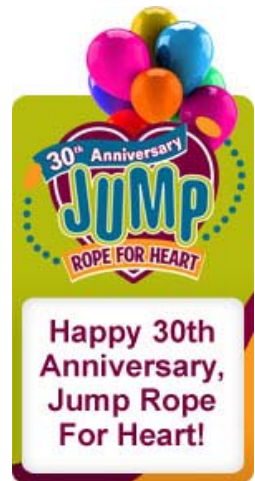
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- [Why Jump Rope For Heart?](#)
- [About AAHPERD](#)
- [Children's Privacy Statement](#)
- [Direct Notice to Parents](#)
- [Top Ten Ways to Help Children Develop Healthy Habits](#)
- [HeartPower! Online](#)
- [Heart Heroes](#)

Links to Other Sites

- [Support a School or Student](#)
- [Matching Gifts](#)
- [Raise Money Using Your Computer](#)



Happy 30th Anniversary, Jump Rope For Heart!

[learn more](#)

Professional Portfolio of Kristina D. Serra

Jim/Jen Nasium Gets Fit

The "Jim/Jen Nasium Gets Fit Project" is a month-long activity that I created based on *The Official Flat Stanley Project*, which is an "international literacy and community building activity for students of all ages, teachers and families." During the first week, the student takes home the Parent Letter and is assigned to read the *Flat Stanley* book by Jeff Brown. In the second week, the student takes home a folder of art supplies (colored paper, yarn, etc.) and creates the Jim/Jen Nasium paper doll in manner he/she chooses. The third week is used to participate in a fitness activity (attend dance class, go to a baseball game, etc.) with Jim/Jen Nasium. In the event that a student does not participate in/have access to any organized event, a duffel bag filled with miscellaneous P. E. equipment the student can use to create a game to play with Jim/Jen Nasium is available to take home. The students are encouraged to take digital pictures of Jim/Jen Nasium getting fit. In the fourth week of the project, the student receives a writing guide that is used to help him/her write a one page story about the event. Individual assignments are staggered throughout the year. At the end of the year, each class's writings are bound and a copy is given to each child.



An example of a doll dressed to attend a baseball game or practice.





MRS. SERRA P.E.



September 2009

The start of my third year teaching Physical Education at St. Mary Cathedral School has gotten off to an **AWESOME** start. I am so excited to be able to watch the children as they continue to develop their physical skills. It continues to amaze me how the children in all of the grades have remembered many of the gym rules and procedures that I taught them during the previous two years!

The Kindergarten students are on an alternating schedule this year. Each class will have Physical Education once each week. One class will have P. E. on Monday and the other on Wednesday and then the classes will switch the following week. Since the start of the school year, the Kindergarten students have been learning and practicing the basic locomotor skills (walk, jog, run, flee, and dodge) and used these movements to play a variety of simple tag games. We will continue to explore the remainder of these fundamental movements through much of the first semester.

The First, Second, and Third Grade students began the year reviewing the locomotor movements. Since these skills lay the foundation for all other movements, these will be practiced and refined daily for the remainder of the year as part of the students' daily warm-up routine.



Throughout the month of September, all of the classes learned four simple games: **WASPS!!**, Pac-Man, Flag Tag, and Ten-Pin. These games will also be used during indoor lunch recess.

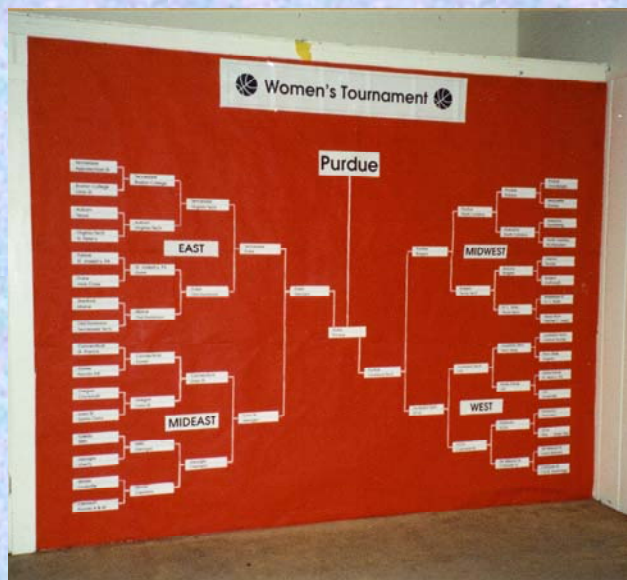
Please visit my professional website at <http://home.comcast.net/~physedteacher>.



Professional Portfolio of Kristina D. Serra

NCAA Men's and Women's Basketball Predictions

For as long as I can remember, I have enjoyed watching men's and women's college basketball and have followed the "March Madness" frenzy. As a teacher, I have thoroughly enjoyed the opportunities to discuss these events with my students, parents, and fellow teachers. I have parlayed this interest into my classes by holding prediction competitions for both individual students and entire classes. Two larger-than-life-sized bracket displays that I created many years ago are hung in the gym for the duration of the tournament and updated after each round. I distribute the empty brackets to students and classroom teachers as soon as they are available and post rankings following each round of play using an automated scoring program that I created. Individual winners receive a leather basketball and class winners receive several pieces of playground equipment.



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Children's Health

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NFL Play 60 Challenge



Register for the NFL Play

60 Challenge [here!](#)

Childhood obesity rates are at an all-time high: today nearly one in three kids and teens in the United States are obese or overweight. We know that physical activity produces overall physical, psychological and social benefits, and that inactive children are likely to become inactive adults. That's why the National Football League and the American Heart Association have teamed up to create the *NFL Play 60 Challenge* (formerly *What Moves U*), a program that inspires kids to get the recommended 60 minutes of physical activity a day in school and at home. It also helps schools become places that encourage physically active lifestyles year-round.

By leveraging the American Heart Association's health expertise and the NFL's commitment to physical fitness, you can help us can achieve our goal of getting kids physically active for 60 minutes every day.

Schools have the opportunity to play an essential role in getting students active, so we've created the *NFL Play 60 Challenge* (which includes classroom and school-wide resources) to get students and staff excited, engaged and active!

[Download](#) the 2009-2010 NFL Play 60 Challenge resources!

Resources will include:

- Details on the six-week *Challenge* and how to get students to sign up
- Ideas on how to promote the *Challenge* within your school in fun, creative ways
- Information about additional resources to help get students up and active
- Ideas on how to incorporate physical fitness in the classroom year-round

After your school goes through the six-week *Challenge*, the *NFL Play 60 Challenge* will continue to support you with tools and training to keep physical activity a priority for your school year-round. We'll also help you take school health and wellness to the next level by showing you how to engage your school in the [Healthy Schools Program](#).

To share stories or experiences about your *NFL Play 60 Challenge*, e-mail us at nflplay60challenge@heart.org.

 [Print](#)  [Email](#)

RELATED ITEMS

Links on This Site

[2009-10 Challenge Resources](#)

[Other Resources for Teachers](#)

[WMU in Florida 08-09](#)

Links to Other Sites

NFLrush.com/play60



[Register](#) for the *NFL Play 60 Challenge* and get exclusive access to free downloadable materials and resources.



What Moves U Challenge wins National Health Information Award! [Read more.](#)

Professional Portfolio of Kristina D. Serra

P. E. Pictures

I have created a "P. E. Pictures" display that takes up a significant portion of one of the gym walls. During the daily activities in each of the classes, I try to take digital pictures of students who have made either significant improvements or demonstrated hard work and high achievement. The digital pictures are printed, cut, and hung for all of the students to view for several weeks. Since the gym is used as a gathering place for students in the mornings before school and also serves as the school cafeteria, there are many opportunities for students, teachers, and parents to view all of our accomplishments. The pictures are also compiled into albums and displayed on my professional web site.

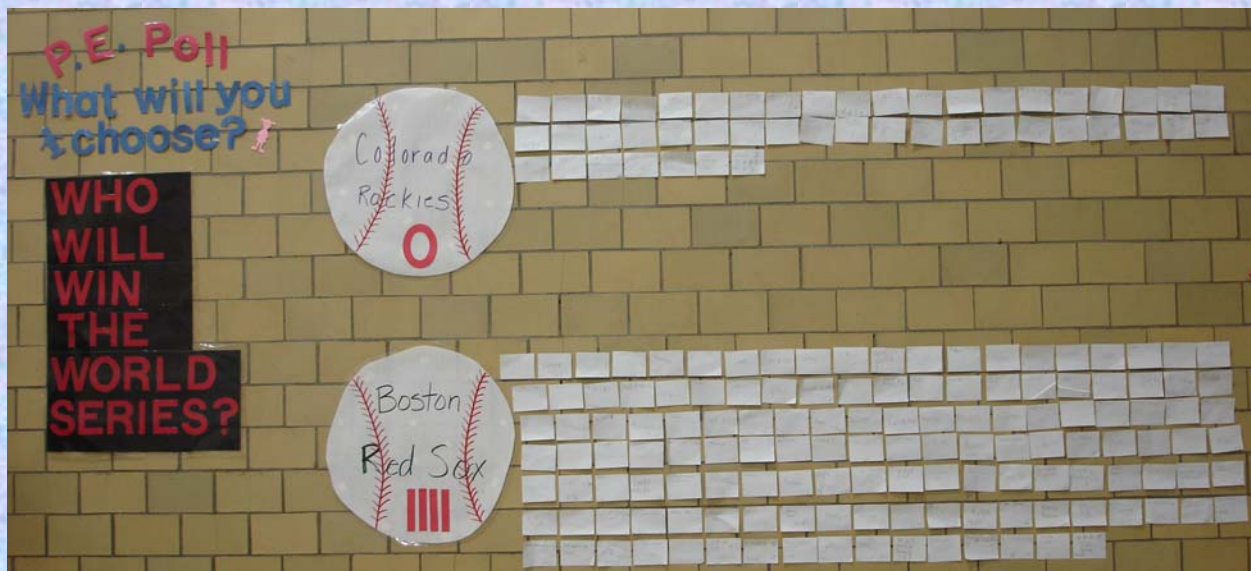


Professional Portfolio of Kristina D. Serra

P. E. Poll Questions

Each week, I write a Physical Education and/or sports-related poll question and all appropriate display materials. All of the students in the school have the opportunity to answer the question and the results are displayed graphically on the wall in the gym. Along with each week's question, I like to put forth a "Brain Exercise," which is an interdisciplinary question related to the weekly Poll Question that may require some extra thinking and/or research on the part of the student. Some examples of questions that could be created for this particular question are:

- What state is Boston in?
- What city in Colorado do the Rockies play in?
- What word is not spelled correctly in this week's display? (not part of this particular display)
- Alphabetize the team names listed in this week's question.
- This season, the Colorado Rockies won 90 games and the Boston Red Sox won 96 games. What is the total number of games won by the two teams?
- This season, the Colorado Rockies lost 73 games and the Boston Red Sox lost 66 games. What is the total number of games lost by the two teams?
- This season, the Colorado Rockies won 90 games and the Boston Red Sox won 96 games. How many more games did the Boston Red Sox win than the Colorado Rockies?
- This season, the Colorado Rockies lost 73 games and the Boston Red Sox lost 66 games. How many more games did the Colorado Rockies lose than the Boston Red Sox?



Professional Portfolio of Kristina D. Serra

P. E. and Sports Trivia

For as long as I can remember, I have enjoyed learning and knowing the answers to a variety of sports trivia questions. This personal interest has surfaced in my career as a Physical Education teacher with the use of daily sports trivia questions to be answered by individual students or entire classes. The "Sports Trivia" display is hung either in the gym or in a nearby hallway. Each morning, I post a new question. Answers may be submitted by individual students, small groups, or entire classes. Points are earned based on the quickness of the correct response. Updated standings are posted at the end of each week. At the end of the year, first through fifth place finishers receive awards and recognition at the end of the year awards ceremony.

Sports Trivia

Questions of the Week	Standings
Monday Who broke the home run record set by Babe Ruth?	1. Gretchen K. ~ 65 Anna R. ~ 65 A.J. B. ~ 65
Tuesday In what city is the Pro Football Hall of Fame?	2. Patrick V. ~ 64 Claire P. ~ 64
Wednesday The Rose Bowl is to Pasadena as the Sugar Bowl is to ____.	3. Cameron E. ~ 62 Ben S. ~ 62 Kaylyn C. ~ 62 David R. ~ 62
Thursday What is Muhammed Ali's real name?	4. Logan H. ~ 61 5. Loren H. ~ 60 6. Carson S. ~ 58 Abigail S. ~ 58 Caroline M. ~ 58
Friday Billie Jean King gained fame as a ____ star.	7. Anna Beth H. ~ 57 8. Billie O. ~ 55 9. Jeff G. ~ 54 10. Jacob L. ~ 52 Jeremiah L. ~ 52 11. Lauren H. ~ 51 12. Kaitlyn B. ~ 50 13. Luke J. ~ 49 Ryan J. ~ 49 14. Eric G. ~ 48 Peter B. ~ 48 Julia H. ~ 48 Drew S. ~ 48 15. Paul S. ~ 47 16. Michael B. ~ 46 17. Annie H. ~ 45 18. Caroline H. ~ 44 19. Annie B. ~ 43 20. Andrew S. ~ 42

St. Mary Cathedral Elementary

Physical Education Awards

2008-2009, Quarter 1

Kindergarten

From Mrs. Koning's class: Caroline DeBoy

From Mrs. Rice's class: Ellison Shidler

First Grade

From Mrs. Delaney's class: Eric Gayton

From Ms. Thieme's class: Pete Spencer

Second Grade

From Mrs. Bordenet's class: Nick Hart

From Mrs. Mrs. Milazzo's class: Matthew Shurman

From Mrs. Yarnall's class: Preston Hensley

Third Grade

From Mrs. Farrell's class: Jasmine Lara

From Mrs. Rooze's class: Kaitlyn Lee



Professional Portfolio of Kristina D. Serra

Physical Education Praise Phrases

I created the "Physical Education Praise Phrases" to encourage the students in all of the classes to use positive and encouraging words during the daily activities. At the start of the school year, I introduce the students to *Fancy Nancy*, a popular character from children's literature. Fancy Nancy likes to wear fancy clothes, dresses her little sister up in fancy clothes, has the fanciest room, and likes to use fancy words. Each day, the students are introduced to another fancy word or phrase for telling other people "Good job!" To encourage students to use the word of the day, scoring during a game is usually determined by the number of times each team is overheard using the designated word. I have also used the spelling of the word for various things like assigning students to teams or for counting during various activities. In the past, some classroom teachers have also added the Physical Education Praise Phrases to the weekly spelling lists. At the end of the day, the new word is hung somewhere around the gym with all of the previous words where they will remain until the end of the year.



Peaceful Playgrounds™

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School Playgrounds that Work!

The purpose of the [Peaceful Playground Program](#) is to introduce children and school staff to the many choices of activities available on playgrounds and field areas.

Each [playground blueprint](#) is designed to assist with measurements, layout, spacing and game placement, as well as provide an overall picture of the final design outcome of a Peaceful Playground.

The Ideal Recess!

Each companion [activity guide](#) lists age appropriate rules and activities for the game markings found in the blueprint. The blueprint and playground guide is a "do-it-yourself" layout plan for painting and designing your own playground.



The Most Popular PTO Year End School Gift!

PTO's across the nation are giving this award winning program as an economical alternative to expensive playground structures that adds over 100 games to their playground. [PTO Year End Gift Savings!](#)



Playground Stencils

Prefabricated [playground stencils](#) and a high quality [playground paint striping machine](#) are included to assist you in quick preparation of your new school playground.

School Playground Cost Savings

The Peaceful Playgrounds program provides a low-cost avenue for K-8 schools to organize and manage their schoolyards and playgrounds. For a tenth the cost of conventional playground structures, schools can now have a structured play area that makes use of more surface area than traditional equipment.

National Healthy Schools Innovation Showcase Winner

Healthy Schools Campaign held a nationwide search for new and innovative products and services to help create healthier school environments for students, staff and faculty. [Award winner!](#)



Used in over 8,000 Schools!

The most [effective solution](#) for [playground problems](#). Our easy, inexpensive program serves 4 million students annually in over 8,000 schools across the nation. The California School Boards Association honored us with their prestigious [Golden Bell Award](#). Peaceful Playgrounds received the American Association for Leisure and Recreation [Friend of Recreation Award](#).

Nationally Rated Best in Class!

A panel of experts representing 27 national organizations and government agencies gave the Peaceful Playgrounds Physical Activity Program their highest rating of excellent! Their [Best in Class Award](#) noted the program brought about "whole school change."

“Peaceful Playgrounds rapid expansion attests that the approach is both practical and a



Recess Doctor on
Twitter

"realistic intervention for schools interested in this cost effective childhood obesity intervention that gets kids moving." - [Action for Healthy Kids](#).

[Sharing Success](#) is publicly funded by the New York State Legislature to identify and disseminate successful educational programs and practices statewide. The [Peaceful Playgrounds Program](#) meets their rigorous evaluation standards in order to be replicated by other school districts for Elementary School conflict resolution.

Free Monthly Newsletter!

The monthly [Play Nice! Newsletter](#) is full of tips and techniques for managing a Peaceful Playground. Each month subscribers receive links to valuable resources for free [playground grants](#) and updated product information on the award winning playground safety program from Dr. Melinda Bossenmeyer. **Add your email address today!**



No Child Left Behind - NCLB Compliant Program!

The Federal No Child Left Behind Act encourages the use of programs and approaches that work to protect students and teachers, encourage discipline and personal responsibility. The [National School Safety Center Report](#) demonstrates the program's safety, conflict resolution and violence prevention results.

"Playgrounds of this nature have spread across the nation." - [Palestra Magazine](#). "The program really works..." - [Today's Playground](#).

Leading [radio programs](#), [newspapers](#) and [magazines](#) have recognized the benefits of playgrounds transformed by parent and teacher volunteers with cheerful, constructive games and activities.

"Such peace is no accident... That seemingly simple change in playground dynamics has made a difference!" - [San Diego Union Tribune](#).

Reduce School Playground Injuries!

Each year over 200,000 children are injured on school playgrounds. The Peaceful Playgrounds program has been shown to reduce playground injuries by over 80%.

"Our Teachers have been able to spend more time teaching and less time settling playground disputes!" - [South Elementary School](#). "I have not had to settle one playground conflict this year. I attribute this to our Peaceful Playground." - [Field Elementary School](#).

Complete Program Kit!

The [Complete Playground Program Kit](#), along with [workshops](#) and situational consultation, ensure your success in the Peaceful Playgrounds Program. The program [overview video](#) provides discussions on playground safety, organization, conflict resolution strategies and more! We also include a comprehensive set of [playground equipment](#) that will help you maximize your Peaceful Playground.

Why not request a Peaceful Playgrounds [Product Brochure](#) for your school or one of your colleagues? Looking for funds to implement our program in your school? Download our [Grant Template](#). Be sure to sign up for our [newsletter](#).

All products can be [ordered online](#) or by calling toll free (877) 444-9888.

Head Start Body Start in Body Building?

Head Start Body Start is new Federal program aimed at giving preschoolers a head start on future healthy behaviors and good health. Almost a million children will receive not only a head start, but a body start, with academic and physical preparation.



Disadvantaged Preschoolers Lack Motor Skills - <http://su.pr/20tS1v> #ecec, #pe
2 days ago

Digital Play. Is it GOOD or BAD? Read the research. <http://su.pr/4W1C5Z> @RWJF, #Play, #video games, #education
2 days ago

Have kids forgotten how to play? I don't think so...Games video. <http://su.pr/1pX3f> #games, #education
2 days ago

Recess- not Ritalin! - @Huffington Post <http://su.pr/9F6Xdw> #education, #recess
3 days ago

Tips for painting your playground - games and markings.. <http://su.pr/2AaggU> #playground, #play, #recess
3 days ago

Peaceful Playgrounds brings significant decrease in office referrals - <http://su.pr/5kUIPN> #playground, #recess
3 days ago

Charter Schools easy to open hard to keep up. <http://su.pr/1HEntp>
3 days ago

Buying and bullying an interesting relationship. <http://su.pr/2Bs9ZW> #bullying #education, #recess
3 days ago

Grants Newsletter for Education. <http://su.pr/276nd1> #education, #PE, # Play
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Summary of Childhood Obesity Task Force Recommendations - <http://su.pr/1qKicR> # obesity,
3 days ago



Fundamental Movement Program Video [E+](#)
New Program! - Kids Moving & Having Fun!
Video Training - Motor Skills - Designs - Curriculum.



New - We Count! Walking Program - Students Fight Fat

Walking helps kids get fit

Dr. Melinda Bossenmeyer's new **We Count** student walking program uses pedometers as an aid to kids in fighting fat. The We Count Walking Program is an innovative new program designed to get kids fit with the slogan, "**Get Fit, Don't Sit**"...



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Professional Portfolio of Kristina D. Serra

Running Club

The Mighty Milers Running Club is a program that I started to promote physical activity before the school day begins. Information about the Running Club is given to all students during regular Physical Education classes. Any child wanting to participate must pay a small fee and turn in a permission slip signed by a parent/guardian. The Running Club is available for students each morning and new students may join at any time. A half-hour before the first bell rings, the gym is open for students in grades one through three to run laps. Children are handed popsicle sticks (or other similar item) as they complete a lap. Incentive tokens and certificates similar to those used in the Walk & Talk program are given at 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 70, 100, and 125 miles completed. All Mighty Miler Running Club members are also recognized at the end-of-the-year awards ceremony.



Professional Portfolio of Kristina D. Serra

Walk & Talk

Walk & Talk is a program that I started to promote physical activity during lunch recess. Information about the program is given to all students during regular Physical Education classes. Walk & Talk is available for students each day, weather permitting, and new students start at any time. During the entire lunch recess period, a specially designated area of the playground is open for students to walk or run laps. Each child in the school has a "Mileage Marker" card that is kept in a plastic storage container with all other supplies required for running the program. Each day, the cards are distributed by parent volunteers at the start of recess and are hole-punched every time a child completes a lap. When recess ends, students return their unfinished cards to the supply box and any finished cards to the specially designated envelope. For each five miles walked (five cards completed), the child is rewarded with a Toe Token (brightly colored plastic foot) to put on a chain. All Walk & Talk participants are also recognized at the end-of-the-year awards ceremony.



Professional Portfolio of Kristina D. Serra

Word Walls

Since early in my teaching career, I have made a concerted effort to focus students' attention on key words or terms typically used in Physical Education. A Word Wall is an interactive collection of words used by many classroom teachers to reinforce vocabulary, spelling, letter-sound correspondence, and more. I have implemented this strategy to teach all of the words or terms that are used in Physical Education throughout the year. To get started, I created and laminated individual letter cards for the whole alphabet and evenly spaced them along an entire wall in the gym. I then selected new words or terms for all lessons taught to each class throughout the year. Each of these was printed on a piece of paper in a large bold font and all word cards were laminated. Each time one of the words or terms appears in the lesson, I reinforced it by pointing it out on the Word Wall. In addition to emphasizing the words taught in class, a P. E. Word Wall provides a visual display that is also an excellent opportunity to promote physical education to parents, visitors, administrators, or other teachers.



L	M	N	O	P	Q	R
landing	muscles		obliques	P. E.	quadriceps	right
large	manipulative		on	Physical Education	quick	rolling
latissimus dorsi	middle		off	partners	quiet	running
leaping	movement concepts		over	patterns		
left	muscular strength			pectoralis major		
locomotor	muscular endurance			punting		

A

acceptance
aerobic
endurance
agility
alone
along
alongside
appreciation
around
attitude
axis

B

backward
balancing
behavior
behind
bending
between
biceps
body
body awareness
body
composition
bound

C

cardiovascular
carrying
catching
chasing
clockwise
collecting
competence
concentre
confidence
contrast
cooperation
coordination
counter-
clockwise
crawling
creeping
curling
curved

D

defense
deltoid
directions
discipline
dodging
down
dribbling
dynamic

E

effort
equipment
exaggeration
exploration
extensions

F

fairness
far
fast
feelings
fielding
fitness
fleeing
flexibility
flight
flow
following
force
forgiveness
forward
free
fun

G

galloping
games
gastroc-nemius
general space
gluteus maximus
grasping
groups
gym

H

hamstrings
healthy
high
hopping

I

in
in between
in front
individual
intelligence

J

jogging
juggling
jumping

K

kicking

L

landing
large
latissimus dorsi
lead
leaping
left
levels
lifting
light
location
locomotor
low

m

manipulative
matching

meeting
middle
mirroring
motivation
movement
concepts
muscle
muscular
endurance
muscular strength

N

narrow
near
non-manipulative
non-symmetrical

O

object
obliques
off
offense
on
over

P

P. E.
participation
parting
partners
pathways
patterns
pectoralis major
people
Physical
Education
physical skills
players
Playground
positions
power
pulling
punting
pushing

Q

quadriceps
quick
quiet

R

reaching
reaction time
rectus abdominis
relationships
releasing
respect
right
rolling
rotation
round
running

S

safety
self-esteem
self-space
shapes
sharing
side-stepping
sitting
skills
skipping
sliding
slow
small
social skills
solo
space awareness
speed
standing
static
stationary
stations
sternocleido-
mastoid
straight
stretching
strike
striking
strong
success
surround
swaying
swinging
symmetrical

T

teams
teamwork
through
throwing
time
tossing
transfer weight
trapezius
trapping
triceps
trust
turning
twisting

U

under
uniform
unison
up

V

visual perception
volleying

W

walking
wellness
wide
with
without

XY

Z

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My secretary, Mrs. [WebCounter](#), reports that
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