



PHYSICAL EDUCATION

FOR FAMILIES

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support physical education learning at home. When schools and families work together as partners, it helps your child achieve academic success!

PRE-KINDERGARTEN

What to expect:

In physical education (also known as PE), children will explore how to safely balance and move their bodies by participating in fun, child-centered activities. They will have movement opportunities that include singing, dancing, playing and other creative activities.

They will learn locomotor skills (how to hop, jump, gallop, jog, side-slide and skip, for example), directions and levels, tempos and patterns of movement and basic skills like how to throw, catch, kick, dribble and strike. The focus will be on having fun while moving their bodies, not competition.

By the end of the school year, your child will:

- Be able to use locomotor skills (hop, gallop, jog, step-slide, and skip) while maintaining their balance.
- Throw a ball or other object underhand and overhand without stepping with the opposite foot.
- Kick a ball from a stationary position.

What to do at home:

- Help your child learn to cross the midline, which is an important part of child development. If you draw a line down the middle of your body, starting at the head, this is your midline. Crossing that line with either side of your body, such as when doing toe touches, is crossing the midline.
- Try toe touches. Ask your child to reach out to the side with both arms straight, like a letter "T." Ask your child to touch their right hand to their left toe, come up to a standing T, then touch their left hand to their right toe. Repeat 10 times.



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Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to nurture curiosity in children, so be sure to allow plenty of playtime and physical activity. It is important to understand the differences between physical education and physical activity. In PE, students learn to be physically active; physical activity is when students practice what they learn in PE. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What are different ways you can move your body?
- What activities close to home could we try as a family, like biking, hiking and canoeing?

It's okay if you don't always have the answer to your child's questions. The best response is always, "Let's find out together."

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What did you learn about in PE class today?
- What is your favorite activity in PE class? Why?
- What makes physical activity enjoyable for you?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge and learning. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect science to physical activity using a nature scavenger hunt. Walk, jog, skip or gallop as you search for items on your list.
- Connect spoken language to the nature scavenger hunt by asking your child to use descriptive words to tell you about the objects they found. For example, your child could look at a leaf and say, "The leaf is pointy, brown and crunchy." Encourage your child to speak in complete sentences because it will help them learn to write in complete sentences.
- Ask your child to find a book or information about one item they found on the scavenger hunt.



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KINDERGARTEN

What to expect:

In kindergarten, children will explore and enjoy dancing and using their imaginations when they play. They will be learning to move safely using a variety of locomotor skills (hop, jump, jog and skip, for example) and patterns in multiple directions, levels and speeds.

Kindergarten students are continuing to develop manipulative skills like throwing, catching, kicking, dribbling, volleying and striking. They are also learning to follow directions and work with classmates in small- and whole-class activities.

By the end of the school year, your child will:

- Be able to hop, jump, gallop, jog, side-slide and skip while maintaining their balance.
- Step with the opposite foot when throwing a ball or other item underhand and overhand.
- Catch large balls thrown well by others.

What to do at home:

- Help your child learn how to catch slow-moving objects like a scarf or tissue. Ask your child to practice following the object with their eyes as it is thrown into the air. If the object is above the waist, fingers should point up when the object is caught. If it is below the waist, fingers should point down when the object is caught.
- Once your child has mastered throwing and catching slow-moving objects like a scarf or tissue, try a beanbag or a rolled-up pair of socks. When your child is confident in catching those, gently toss a large ball to them. Practicing a skill with progressions will help children develop confidence and competence with basic skills.



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FIRST GRADE

What to expect:

In first grade, children enjoy dancing and using their imaginations when they play. They are improving their locomotor skills and are learning how to stay safe and respect other people's personal space.

First-graders will practice throwing, catching, dribbling, volleying and striking equipment (a scarf, beanbag, balloon or large ball, for example) while working individually, with partners and with small groups. Teachers will use cues to break down the skills into smaller, more understandable parts and will teach skills from easiest to most difficult to encourage proper development, competence and confidence.

By the end of the school year, your child will:

- Be able to hop, jump, gallop, jog, side-slide and skip with good form.
- Catch balls and other objects of various sizes they toss themselves or that are thrown well by others.
- Use a jump rope to jump forward (with the rope moving over the front of the body and up the back) and backward (with the rope moving over the back of the body and up the front).

What to do at home:

- Clap, pat or move to the beat of a song. Dance together!
- Ask your child to hop three times on one foot, then switch to the other foot and hop three times. Next, ask your child to hop two times on one foot, then switch. Finally, ask your child to hop one time and switch to the other foot. Tell your child the cue for skipping is "Step, hop, step, hop." With the basics down, they'll be skipping in no time!



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- What makes physical activity enjoyable for you?

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SECOND GRADE

What to expect:

In second grade, children are comfortable moving their bodies. They are mastering the underhand and overhand throw and most locomotor skills, including skipping. Second-grade students need plenty of time to practice manipulative skills like kicking, dribbling, volleying and striking.

At this grade level, children enjoy dance and some imaginative play. They are able to work safely and independently in PE.

By the end of the school year, your child will:

- Be able to skip, hop, jump and perform other motor skills with good form. (Students at this level may not be developmentally ready to leap.)
- Use a jump rope to jump forward and/or backward with good form.
- Dribble with hands and feet by controlling the ball and traveling with it.

What to do at home:

- To help your child learn to jump rope, coach them to start with the rope handles pointing at their stomach. Next, they will move the handles out to the sides of their body and make a big circle overhead. When the rope hits the floor, your child should jump over.
- If your child is having difficulty jumping rope, cut a one-foot section of a pool noodle and place the rope through the middle of the noodle. The weight of the pool noodle makes the rope easier to turn. When the noodle hits the floor, your child should jump over it.



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Support your child's curiosity with questions like these:

- What are different ways you can balance your body?
- What types of activities require balance?

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Fostering Communication

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Support your child's communication skills with questions like these:

- Why do you need balance to participate in physical activities?
- How can you participate in balance activities at home?
- What equipment would you need to participate in balance activities at home?

Fostering Connections

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- Connect science and nutrition with physical activity by visiting a pumpkin patch or a fresh fruit orchard.
- Ask your child to use descriptive words to tell you about the visit. For example, "The peach was soft and round."
- Encourage your child to speak in complete sentences because it will help them write in complete sentences.
- Ask your child to find a book, information or recipe to connect to the food item.

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THIRD GRADE

What to expect:

In third grade, children will focus on developing their movement skills. They will continue to improve their locomotor and manipulative skills and be able to do them at the same time (throwing a ball while hopping, for example). Their movement patterns in gymnastics and dance will also become stronger.

Third-graders are able to identify and name the cues of skills and apply them in their movement. For example, when performing the overhand throw, students may state the cues of “point, step, turn, follow-through” as they point with their non-throwing arm, step with the opposite foot, turn or rotate their torso to generate power as they release the object and finish by following through toward the target. With practice, this motion of the overhand throw becomes more fluid and accurate.

At this age, children have developed their knowledge of fitness and can name physical activities (jumping jacks, leg lifts, squats, etc.) that improve fitness. Third-graders understand and practice exercising safely and are able to follow rules and procedures for games and activities and work cooperatively with their peers.

By the end of the school year, your child will:

- Be able to use objects while engaging in locomotor skills (for example, dribbling while walking or jogging or catching a ball while jumping) at different speeds.
- Develop more mature patterns of manipulative skills like throwing, catching, dribbling, volleying and striking with short-handled implements like bats.
- Use simple strategies and tactics in both chasing and fleeing activities.
- Learn age-appropriate dance steps selected by the teacher.

What to do at home:

- Go to a sporting event or a performance that includes dance or ballet.
- Look for opportunities for physical activity in your community.
- Encourage your child to participate in physical activities for enjoyment and self-expression.
- Dance together!
- Exercise together as a family. (Go on a hike at a state park, walk around the zoo or fly a kite together, for example.)

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Support your child's curiosity with questions like these:

- What chores around the house could be a workout for the whole family, like yard work or a [car wash workout](#)?
- What outdoor activities in the area could we try out as a family, like kite flying or a walk around the [farmers' market](#)?

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Fostering Communication

Increase vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What are three physical activities that you really enjoy? Why?
- What do you need to participate in those activities? Think about equipment and space.
- How can you change those activities so you can do them at home or at school?

Fostering Connections

Making connections between different school subjects helps build your child's overall knowledge. It's also important for your child to make connections between what they are learning at school and in the real world. Point out these connections to your child and encourage them to make them, too.

- Connect math with physical activity by having the whole family create and play a game together. Establish a scoring system to keep track of points for each player.
- Connect science with physical activity by planting a garden or taking a walk around the zoo.

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FOURTH GRADE

What to expect:

In fourth grade, children will make progress with all fundamental motor patterns, such as jumping to catch a pop fly ball in kickball. They will work toward mastery when they use locomotor and manipulative skills at the same time (throwing a ball while hopping, for example) and are able to come up with dance and gymnastics sequences.

Fourth-graders are able to use strategies like dodging and faking when playing tag games and in similar activities when on offense (as the chaser) and defense (when being chased).

It is appropriate for physical education teachers to assess students' fitness in fourth grade, and students can set personal goals based on the results. At this age, students are able to follow rules and procedures and use conflict-resolution skills.

By the end of the school year, your child will:

- Combine locomotor skills (walk, hop, grapevine, etc.) to create and perform a dance on their own, with a partner or in a group.
- Use manipulative skills (throwing, catching, dribbling, etc.) during games with small groups to ensure all students are engaged and have multiple opportunities to practice the skills in a game setting.
- Use fitness assessments to learn what they are doing well and identify areas of opportunity, then come up with ways to make progress.
- Learn about the health benefits of physical activity.

What to do at home:

- Ask your child to invent a game with items around the house and play it together.
- Go to a sporting event or a performance that includes dance or ballet.
- Look for opportunities for physical activity in your community. (Ride bikes through your neighborhood, walk through a local park, etc.)
- Encourage your child to participate in physical activities for enjoyment and self-expression.
- Dance together!
- Find a video game that includes physical activity and play together as a family.

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Support your child's curiosity with questions like these:

- What chores around the house could be a workout for the whole family, like yard work or a [car wash workout](#)?
- What outdoor activities in the area could we try out as a family, like kite flying or a walk around the [farmers' market](#)?

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Support your child's communication skills with questions like these:

- What are three physical activities that you really enjoy? Why?
- What do you need to participate in those activities? Think about equipment and space.
- How can you change those activities so you can do them at home or at school?

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- Connect math with physical activity by having the whole family create and play a game together. Establish a scoring system to keep track of points for each player.
- Connect science with physical activity by planting a garden or taking a walk around the zoo.

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FIFTH GRADE

What to expect:

In fifth grade, children will use the concepts and principles they have learned about movement to improve their performance, fitness and game strategy.

They now have strong ability to combine locomotor and manipulative skills in small group games and dances and are able to use the FITT (frequency, intensity, time and type) principle to come up with a personal fitness plan. Students are continuing to develop responsibility as they participate in physical education activities in safe and respectful ways.

By the end of the school year, your child will:

- Throw and catch using correct patterns while moving in small-group activities such as 3 vs. 3 ultimate frisbee.
- Use basic offensive and defensive strategies in small-group games such as 3 vs. 3 soccer or when practicing tasks.
- Combine more than one locomotor skill (walk and side-slide, for example) to create and perform a dance on their own, with a partner or in a group.
- Know the components of health-related fitness (muscular strength, muscular endurance and cardiovascular endurance) and describe activities related to each component.

What to do at home:

- Do stretches, push-ups or curl-ups or go for a jog together.
- Go to a sporting event or a performance that includes dance or ballet.
- Look for opportunities for physical activity in your community.
- Encourage your child to participate in physical activities for enjoyment and self-expression.
- Dance together!
- Wear pedometers or step counters and challenge everyone in your family to get 10,000 steps a day.



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SIXTH GRADE

What to expect:

In sixth grade, students will use the concepts and principles they have learned about movement to build their capability and confidence in fundamental skills, including throwing, catching and striking with rackets, clubs or bats.

Sixth-graders are able to play cooperative and competitive games in small groups and are learning how lifelong activities (spending time outdoors, dancing, individual and team sports such as bowling and tennis, etc.) are important ways to stay healthy outside of school.

Sixth-graders can assess their health-related fitness, set reasonable goals and monitor their progress. They are also learning to identify positive and negative results of stress and how to deal with each in healthy ways.

By the end of the school year, your child will:

- Use what they have learned about movement to improve their performance in physical activities.
- Describe the components of health-related fitness and how each contributes to wellness. (For example, push-ups contribute to muscular strength, stretching contributes to flexibility, etc.)
- Come up with a personal fitness plan using data from their health assessments and fitness testing.
- Understand the importance of warming up and cooling down before and after physical activity.

What to do at home:

- Ask your child to invent a game with household items and play it together.
- Go to a sporting event or performance that includes dance or ballet.
- Look for opportunities for physical activity in your community.
- Encourage your child to participate in physical activities for enjoyment and self-expression.
- Dance together!
- Find a video game that includes physical activity and play together as a family.

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