

Standard: K.1 The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.

ESSENTIAL UNDERSTANDINGS

- The variety of ways the body moves and how the body balances during movement.
- Critical elements of movement must be done correctly to move efficiently and effectively.
- Performing a variety of movements in games and with music will lead to effective body management.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>K.1.a. Demonstrate and differentiate between walking, running, hopping, galloping, and jumping.</p> <p>I can walk, run, hop, gallop, and jump in my own space and around the gym with my class.</p> <p>I can identify pictures for hopping, jumping, and walking.</p> <p>K.1.b. Demonstrate bending, pushing, pulling, turning, and balancing on one foot.</p> <p>I can bend and turn my body.</p> <p>I can show how to push and pull a ball.</p> <p>I can stand on one foot.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill rubric- Perform each locomotor skill and movement correctly (at least two critical elements) <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Teacher observation • Cognitive Assessment <ul style="list-style-type: none"> • Verbal • Identify pictures of movements • Skill rubric <p style="text-align: center;">Sample Rubric</p> <p>4 Consistently demonstrates (name movement)</p> <ul style="list-style-type: none"> • Student consistently performs all critical elements. • Student needs no reminders. <p>3 Usually demonstrates (name movement)</p> <ul style="list-style-type: none"> • Student usually performs at least two critical elements. • Student needs occasional reminders. <p>2 Sometimes demonstrates (name movement)</p> <ul style="list-style-type: none"> • Student sometimes performs at least two critical elements. • Student needs several reminders. <p>1 Seldom demonstrates (name movement)</p>	<ul style="list-style-type: none"> • Walk • Run • Hop • Gallop • Jump • Bend • Push • Pull • Turn • Balance <p>Critical Elements (* denotes suggested essential elements for Kindergarten)</p> <p><u>Walking</u></p> <ul style="list-style-type: none"> • Toes point forward • Foot lands heel to toe* • Arms swing forward and backward in opposition to legs—arms do not cross midline* <p><u>Running</u></p> <ul style="list-style-type: none"> • Toes point forward • Foot lands heel to toe* • Arms swing forward and backward in opposition to legs—arms do not cross midline* 	<ul style="list-style-type: none"> • Perform the movements in personal space, general space, in games, and with music. • Move in relation to self and various obstacles and equipment that may include moving under/over, on/off, in front/behind, near/away, around, and alongside. • Using the body, explore the shapes of different letters of the alphabet Bend (egg roll, bear walk) • Push (egg roll, leap, jump)

	<ul style="list-style-type: none"> • Student performs less than two critical elements. • Student needs repeated reminders. 	<ul style="list-style-type: none"> • Brief period when both feet are off the ground between each running step (flight) • Trunk leans slightly forward <p><u>Hopping</u> (able to hop on the right and left foot)</p> <ul style="list-style-type: none"> • Foot of nonsupport leg is bent and carried in back of body* • Nonsupport leg swings in pendular fashion to produce force • Arms bent at elbows and swing forward on take off • Takeoff and land on same foot* <p><u>Galloping</u></p> <ul style="list-style-type: none"> • Step one foot forward* • Bring back foot to front foot (back foot does not go ahead of front foot)* • Shoulders squared to the front • Lead with right and left foot <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Arms back and knees bend in preparation for jumping action • Arms extend forward/upward as body propels forward/upward* • Body extends and stretches slightly upward while in flight • Hips, knees, and ankles bend on landing • Shoulders, knees, and ankles align for balance after landing • Two feet takeoff, two feet landing* 	
Resources: SHAPE America National Standards and Grade-Level Outcomes			

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ESSENTIAL UNDERSTANDINGS

- There are basic critical elements associated with the performance of manipulative skills.
- Skills need to be practiced and learned in isolation before applying or adapting them to unpredictable games/activities.
- Self- and peer-assessments/observations help students to learn to move and execute skill patterns correctly, efficiently, and effectively.

Standard(s) Student Friendly Language What will the student know and be able to do?	Suggested/Sample Assessments	Terms (Vocabulary) and Content Information	Suggested/Sample Activities
<p>K.1.c. Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch; toss and catch; kicking stationary ball to target; striking stationary object with paddle; dribbling; rolling ball underhand to target; and trapping and volleying with hand.</p> <p>I can throw a ball.</p> <p>I can catch a ball.</p> <p>I can throw and catch a ball with a partner.</p> <p>I can bounce and catch a ball.</p> <p>I can kick a ball.</p> <p>I can hit a ball.</p> <p>I can dribble a ball.</p> <p>I can roll a ball.</p> <p>I can keep a balloon in the air.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill checklist • Skill rubric- Perform each locomotor skill and movement correctly <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Skill rubric- Perform each locomotor skill and movement correctly 	<p>Critical Elements</p> <p><u>Toss</u></p> <ul style="list-style-type: none"> • Face target • Arm swings back and forward <p><u>Throw Underhand</u></p> <ul style="list-style-type: none"> • Face target* • Arm back in preparation for action • Step with opposite foot as throwing arm moves forward* • Release ball between knee and waist level • Follow through to target <p><u>Catch</u></p> <ul style="list-style-type: none"> • Extend arms outward to reach for ball* <ul style="list-style-type: none"> ○ Thumbs in for catch above the waist ○ Thumbs out for catch at or below the waist • Watch the ball all the way into hands* • Catch with hands only; no cradling against the body • Pull the ball in to the body as the catch is made • Curl the body slightly around the ball 	<ul style="list-style-type: none"> • Throw & catch to self, with partner, and/or to a stationary target • Low organized activities involving throwing & catching • Strike a light weight ball/balloon up using two hands • Bounce and strike a light weight ball toward a wall or partner • Bat off a tee or bat using a suspended ball • Use target activities to develop the ability to aim and project an object (toss bean bags into hoops of various sizes and at various distances)

		<p><u>Bouncing</u></p> <ul style="list-style-type: none">• Knees slightly bent• Firm contact with top of ball <p><u>Kicking</u></p> <ul style="list-style-type: none">• Keep eyes on the ball; head down• Take at least two running steps <p><u>Striking with paddle</u></p> <ul style="list-style-type: none">• Watch the ball• Hit with a flat surface <p><u>Volleying</u></p> <ul style="list-style-type: none">• Watch the ball• Strike the ball with finger pads	
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ESSENTIAL UNDERSTANDINGS

- There are basic critical elements associated with the performance of manipulative skills.
- Skills need to be practiced and learned in isolation before applying or adapting them to unpredictable games/activities.
- Self- and peer-assessments/observations help students learn to move and execute skill patterns correctly, efficiently, and effectively.

Standard(s) Student Friendly Language What will the student know and be able to do?	Suggested/Sample Assessments	Terms (Vocabulary) and Content Information	Suggested/Sample Activities
<p>K.1.d. Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking.</p> <p>I can walk and kick a ball with the inside of my foot.</p> <p>I can bounce a ball using my finger pads.</p> <p>I can bounce a ball sitting, kneeling, and standing.</p> <p>I can walk and bounce a ball.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Skill rubric <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Skill rubric <p style="text-align: center;">Sample Rubric</p> <p>4 Consistently demonstrates (name movement)</p> <ul style="list-style-type: none"> • Student consistently performs all critical elements. • Student needs no reminders. • Student can perform skill when moving. <p>3 Usually demonstrates (name movement)</p> <ul style="list-style-type: none"> • Student usually performs the critical elements. • Student needs occasional reminders. • Student can perform skill when moving. <p>2 Sometimes demonstrates (name movement)</p> <ul style="list-style-type: none"> • Student sometimes performs some of the critical elements. • Student needs several reminders. • Student can perform skill when stationary. <p>1 Seldom demonstrates (name movement)</p> <ul style="list-style-type: none"> • Student seldom performs the critical elements. Student needs repeated reminders. • Student can perform skill when stationary. 	<p>Critical Elements</p> <p><u>Dribbling with Feet</u></p> <ul style="list-style-type: none"> • Keep ball close to feet • Use the inside of the foot <p><u>Dribbling with Hands</u></p> <ul style="list-style-type: none"> • Use finger pads • Push ball to floor 	<p><u>Dribbling with feet</u></p> <ul style="list-style-type: none"> • Dribbling and kicking/passing to a stationary target • Dribbling in open spaces using different pathways <p><u>Dribbling with Hands</u></p> <ul style="list-style-type: none"> • Dribble at different levels (low to the ground and waist level) • Low organized activities involving dribbling • Dribble in personal space and general space

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ESSENTIAL UNDERSTANDINGS

- Locomotor and non-locomotor skills form a basis for the performance of various movement challenges.
- Performing a variety of movements with music/rhythms will lead to effective body management.
- Creative dance for students can help develop critical thinking skills, body awareness, and social interaction.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>K.1.e. Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns.</p> <p>I can match my movements to different music and sounds.</p> <p>I can move to music safely.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Teacher observation • Skill check list • Skill rubric <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Teacher observation • Skill check list • Skill rubric 	<ul style="list-style-type: none"> • Rhythm • Beat • Movement • Combinations • Pattern • Leading/following • Mirroring/matching 	<ul style="list-style-type: none"> • Locomotor and non-locomotor movement combinations with/without partner. Use locomotor skills in a rhythmic pattern for self-expression. • Rhythmic activities with manipulatives (e.g., parachutes, rhythm sticks) • Movements with a partner such as leading/following and mirroring/matching • Incorporate ways to communicate rhythms as a basis for dances (action words, rhyme, poetry, story and music) <p>Note: Music for use with students should be pre-approved by the teacher for appropriate lyrics.</p>

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Standard: K.1 The student will demonstrate progress toward the mature form of selected locomotor, non- locomotor, and manipulative skills to understand the various ways the body can move.			
ESSENTIAL UNDERSTANDINGS <ul style="list-style-type: none"> The variety of directions, pathways, and speeds the body moves and how the body balances during these changing movements. Critical elements of movement must be done correctly to move efficiently and effectively. Performing a variety of movements alone and when moving with others will lead to effective body management. Moving at low levels requires a wider base of support for balance. 			
Standard(s) Student Friendly Language What will the student know and be able to do?	Suggested/Sample Assessments	Terms (Vocabulary) and Content Information	Suggested/Sample Activities
<p>K.1.f. Demonstrate moving forward, sideways, and in side-to-side directions.</p> <p>I can show the teacher how to move forward, sideways, and side-to-side.</p> <p>K.1.g. Demonstrate moving at low, medium, and high levels.</p> <p>I can show the teacher how to move when I am (small) and when I am (tall).</p> <p>K.1.h. Demonstrate traveling in straight, curving, and zig zagging pathways.</p> <p>I can the teacher how to move in a straight line, a curved line, and in a zigzag.</p> <p>K.1.i. Demonstrate fast, slow, and moderate speeds.</p> <p>I can move slowly like a (turtle) and fast like a (rabbit).</p> <p>I can start, stop, and change directions when I hear the signal.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> Teacher observation Skill check list Skill rubric Draw pictures of different pathways <p>Assessment of Learning</p> <ul style="list-style-type: none"> Skill check list Skill rubric 	<p>Directions include forward, sideways, and side-to-side</p> <p>Levels include high, medium, and low</p> <p>Pathways include straight, curved, and zigzag</p> <p>Speeds include fast, slow, and moderate</p>	<ul style="list-style-type: none"> Movement activities in self-space and general space that include static and dynamic movement situations while engaged in locomotor skills Students locate a personal space, and then perform warm-up exercises Use specific locomotor skills, pathways and effort to travel through a general space without entering into another student's personal space

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ESSENTIAL UNDERSTANDINGS

- There are basic critical elements associated with the performance of manipulative skills.
- Skills need to be practiced and learned in isolation before applying or adapting to higher level skills.
- Self- and peer-assessments/observations help students learn to move and execute skill patterns correctly, efficiently, and effectively.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p><u>Suggested/Sample Assessments</u></p>	<p>Terms (Vocabulary) and Content Information</p>	<p><u>Suggested/Sample Activities</u></p>
<p>K.1.j. Demonstrate jumping over a stationary rope and a self-turn single jump.</p> <p>I can jump over a rope.</p> <p>I can turn a rope and jump over it.</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Teacher observation • Skill check list • Skill rubric <p>Assessment of Learning</p> <ul style="list-style-type: none"> • Skill check list • Skill rubric 	<p>Critical Elements</p> <p><u>Jumping stationary rope</u></p> <ul style="list-style-type: none"> • Face forward, eyes looking straight ahead (not down at rope) • Two feet take off, two feet land <p><u>Jumping self-turn rope</u></p> <ul style="list-style-type: none"> • Face forward, eyes looking straight ahead (not down at rope) • Two feet take off, two feet land • Hands at sides, rope over the head and under feet (timed for jump to occur) 	<ul style="list-style-type: none"> • Basic jump rope skills using a line, stationary rope, and a self-turn rope • Rope turn may be added by a partner or teacher

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<p>Standard: K.1 The student will demonstrate progress toward the mature form of selected locomotor, non- locomotor, and manipulative skills to understand the various ways the body can move.</p> <p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> • The variety of ways the body moves and how the body balances during movement. • Critical elements of movement must be done correctly to move efficiently and effectively. • Performing a variety of movements will lead to effective body management. 			
<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>K.1.k. Demonstrate one type of roll (narrow or curled).</p> <p>I can roll like a log (pencil).</p> <p>I can roll like an egg.</p>	<p>Assessment for Learning Teacher observation Skill check list Skill rubric</p> <p>Assessment of Learning Skill check list Skill rubric</p>	<ul style="list-style-type: none"> • Tuck • Layout • Extend • Balance • Roll • Bend <p><u>Log (Pencil) Roll (on a mat)</u></p> <ul style="list-style-type: none"> • Lie on back • Arms—extended straight over head with hands together • Legs—straight and toes pointed, knees together • Body forms a log/pencil (body is long and narrow) • Roll in one direction for a complete turn keeping body in a straight pathway <p><u>Egg Roll (on a mat)</u></p> <ul style="list-style-type: none"> • Lie on back • Knees on chest • Elbows at sides • Chin tucked • Roll sideways onto knees • Push with hands and knees 	<p><u>Static Balances</u> Using different body parts</p> <p>Using different body shapes</p> <p><u>Rotation/Rolling</u> Log roll Egg roll</p> <p><u>Traveling movements</u> Different directions, speed, pathways Animal walks Low balance beam</p>
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes</p>			

Standard: K.2 The student will identify basic structures of the body and basic spatial awareness concepts .

ESSENTIAL UNDERSTANDINGS

- The ability to move in a variety of directions is because of bones and muscles.
- The health of bones and muscles depends on movement.
- The heart is a muscle that needs activity to be strong.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>K.2.a. Explain that the body has muscles and bones that help the body move.</p> <p>I can tell the teacher that bones help me move (give example of a movement or activity).</p> <p>I can tell the teacher that muscles help me move in many ways.</p> <p>K.2.b. Identify that the heart as a special muscle that helps the body move.</p> <p>I can tell the teacher that the heart is a muscle.</p> <p>K.2.c. Explain that moving faster makes the heart beat faster.</p> <p>I can tell the teacher that running makes make my heart beat faster.</p>	<p>Assessment for Learning Teacher observation Identify picture of the heart</p> <p>Assessment of Learning Identify picture of bones and picture of muscles Identify picture of the heart Identify (name, circle, draw a picture of) one activity that makes the heart beat faster</p>	<ul style="list-style-type: none"> • Bones • Muscles • Heart • Muscle 	<ul style="list-style-type: none"> • Use visuals to depict bones and muscles • Incorporate knowledge concepts into movement activities • Incorporate music—students listen for the music to stop and put the body part specified by the teacher into a particular level or touching the floor (foot–low height/medium height; whole body– low (small), high (tall) height)
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes</p>			

Standard: K.2 The student will identify basic structures of the body and basic spatial awareness concepts.

ESSENTIAL UNDERSTANDING

- The ability to move and control the body without touching others, objects, and remaining within defined boundaries.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>K.2.d. Demonstrate the concept of personal space.</p> <p>I can move and not touch anyone or anything.</p>	<p>Assessment for Learning Teacher observation Skill check list</p> <p>Assessment of Learning Skill check list</p>	<ul style="list-style-type: none"> • Personal space 	<p>Perform a variety of movements in personal space and general space in games and with music.</p>
<p>Resources: SHAPE America National Standards and Grade-Level Outcomes</p>			

Standard: K.3 The student will identify basic fitness concepts.

ESSENTIAL UNDERSTANDINGS

- What physical activities are and explore ways to participate in them.
- Identify the health benefits of physical activity.
- The health of bones and muscles depends on movement.
- Physical activity can be done at school, home, and in the community alone, with friends, and family members.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>K.3.a Explain that physical activity helps the body grow.</p> <p>I can tell the teacher one good thing about playing/being active.</p> <p>K.3.b. Identify activities that can be done at home to keep the body healthy.</p> <p>I can draw (or select from pictures) one activity that I can do at home to keep me healthy.</p> <p>K.3.c. Identify physical activities that are done with family and with friends for fun.</p> <p>I can draw one activity to do with my family (or friends) when I am not in school.</p>	<p>Assessment for Learning Student names benefits of physical activities (tells a partner)</p> <p>Select/identify pictures of physical activities that have health benefits</p> <p>Assessment of Learning Oral: Student can name one health benefit of physical activities such as “makes me strong,” “makes my heart strong,” or “makes me feel good.”</p> <p>Written: Draw (or select from several pictures) one activity that can be done at home.</p> <p>Draw (or select from several pictures) one activity that can be done at home with family and/or friends.</p>	<ul style="list-style-type: none"> • Physical activity • Health benefit 	<ul style="list-style-type: none"> • Participate in a variety of moderate and vigorous physical activities. • At various levels of physical activity, have students check their heart rate (fast/slow) by placing their hands over their heart. • At various levels of physical activity, have students check their breathing rate (fast/slow) by placing their hand near their mouth.

Resources: SHAPE America National Standards and Grade-Level Outcomes

Standard: K.4 The student will use appropriate behaviors and safe practices in physical activity settings.

ESSENTIAL UNDERSTANDINGS

- Safe participation is needed in all physical activity settings when participating alone or with others.
- Safe participation includes cooperative, respectful, and safe behavior.
- Safe participation includes good listening skills, including the student's ability to follow rules and directions.

<p align="center">Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p align="center">Suggested/Sample Assessments</p>	<p align="center">Terms (Vocabulary) and Content Information</p>	<p align="center">Suggested/Sample Activities</p>
<p>K.4.a. Demonstrate cooperative and safe play.</p> <p>I can follow directions. I can follow rules. I can play safely and help my classmates play safely. I can share equipment and space with my class.</p> <p>K.4.b. Demonstrate general and personal space.</p> <p>I can do physical activities by myself. I can control my body. I can stay on task.</p> <p>K.4.c. Identify three classroom (procedural) rules.</p> <p>I can tell the teacher three safety rules for the physical education.</p>	<p>Assessment for Learning Questioning to check for understanding Teacher observation Draw a picture of a safety rule</p> <p>Assessment of Learning Teacher observation (checklist)</p> <ul style="list-style-type: none"> - Active listening skills by executing procedures and instructions - Demonstrate safety rules for classroom safety and activity-specific safety - Demonstrate ability to work productively and cooperatively with peers during practice of skills and/or during physical activity - Demonstrate ability to work independently and on-task during physical education activities - Move in a safe and controlled manner in personal and general space <p>Written: Draw (or select from several pictures) classroom procedural rules</p>	<ul style="list-style-type: none"> • Cooperation • Safety <p>Safe is defined as not apt to cause harm, injury, or danger.</p> <p>Cooperative is described as:</p> <ul style="list-style-type: none"> • following rules; • encouraging others; • complimenting others; • controlling temper; • wanting everyone to play well and succeed; • working together toward a common goal; • helping classmates; • playing under control; • sharing; and • showing concern for classmates' feelings. 	<ul style="list-style-type: none"> • Students and teachers create classroom rules and expectations • Practice of routines and expectations for behavior • Students participate in activities they can do alone or with a partner • Cooperative games and activities

Resources: SHAPE America National Standards and Grade-Level Outcomes

Standard: K.5 The student will identify basic concepts of energy balance.

ESSENTIAL UNDERSTANDINGS

- The body needs energy.
- Energy comes from the foods we eat.
- Fruits and vegetables are important to grow and be healthy.

<p>Standard(s) Student Friendly Language What will the student know and be able to do?</p>	<p>Suggested/Sample Assessments</p>	<p>Terms (Vocabulary) and Content Information</p>	<p>Suggested/Sample Activities</p>
<p>K.5.a. Explain that food provides energy for movement. I can tell the teacher that my body needs food to work and to play.</p> <p>K.5.b. Identify one fruit and one vegetable. I can draw a picture of one fruit and one vegetable.</p> <p>K.5.c. Explain that fruits and vegetables help the body keep moving. I can tell the teacher that fruits and vegetables give me energy to move.</p>	<p>Assessment for Learning Student names fruits and vegetables (tells a partners) Select/identify pictures of fruits and vegetables</p> <p>Assessment of Learning Oral: Student can tell the teacher that food gives the body energy. Student can tell the teacher that fruits and vegetables give the body energy. Written: Draw (or select from several pictures) one fruit and one vegetable</p>	<ul style="list-style-type: none"> • Fruit • Vegetable • Energy <p>Note: Be inclusive of a variety of fruits and vegetables that may be more familiar to various cultures.</p>	<ul style="list-style-type: none"> • Use names of fruit and vegetables for small group activities • Use visuals to depict a variety of fruits and vegetables • Incorporate concepts into movement activities • Incorporate poems or songs about fruits and vegetables into rhythmic activities
<p>Resources: http://www.choosemyplate.gov/. See education resources and curriculum ideas</p>			