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**Integrating interdisciplinary cognitive tasks for students unable
to actively participate in elementary physical education**

Kerst, Camilla Younker, D.A.

Middle Tennessee State University, 1991

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Integrating Interdisciplinary Cognitive Tasks for
Students Unable to Actively Participate
in Elementary Physical Education

Camilla Younker Kerst

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

May, 1991

Integrating Interdisciplinary Cognitive Tasks for
Students Unable to Actively Participate
in Elementary Physical Education

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Abstract

Integrating Interdisciplinary Cognitive Tasks for Students Unable to Actively Participate in Elementary Physical Education

Camilla Younker Kerst

Integrating Interdisciplinary Cognitive Tasks for Students Unable to Actively Participate in Elementary Physical Education is a manual designed to provide teachers and students with an alternative to non-learning and non-participation. Parents often send children to school requesting the child not go outside and not participate in physical education activities due to an injury or recovering from an illness. In most situations the child sits quietly or becomes a discipline problem because there is "nothing to do."

Current books on cognitive teaching in physical education deal in relationship to the psychomotor domain or at a higher cognitive level in the area of evaluation for older students. This manual is divided into seven chapters and appendixes. Chapter 1 provides an introduction, statement of the problem, significance of the study, justification of the study, definitions of terms, and delimitations of the study. Chapter 2 is the review of literature. Chapter 3 is the methods and procedure explaining the selection of topics,

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selection of cognitive format, manual design, environment, selection of students, and procedures for manual use. Chapters 4-7 include characteristics of children which that chapter addresses, fifteen cognitive tasks, and answer sheets. The cognitive tasks are designed to integrate physical education knowledge with appropriate academic grade-level comprehension in a variety of pencil-and-paper activities. Chapter 4 is directed toward kindergarten students. Chapter 5 focuses on first and second grades. Chapter 6 focuses on third and fourth grades. Chapter 7 is geared toward the fifth and sixth grade student.

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CHAPTER 1

Introduction

Physical education educates the "whole child," meaning the psychomotor, affective, and cognitive domains. Emphasis is usually placed on the psychomotor domain with occasional cognitive learning. Healthy, active children become ill or injured periodically which necessitates their being excused from physical activity. The problem is not with the child being excused from class but what the child should do while regular physical education class is being conducted.

The intent of this manual is twofold:

1. To provide educational opportunities for elementary children unable to participate in regular physical education due to illness or injury.

2. To reinforce the cognitive learning domain by combining elementary children's academic skills with physical education knowledge.

This manual will, therefore, have a kindergarten through sixth grade interdisciplinary focus. These cognitive tasks are not to be viewed as a punishment for non-participation. Rather, this manual should provide children and teachers with a cognitive educational alternative to wasting time sitting and watching classmates participate in physical education class. Discipline

problems can be avoided when children are involved in learning. Behavior problems often arise when a child is excused from class with nothing to do. This manual will make use of this excused class time to provide a cognitive learning opportunity with an elementary physical education focus.

Statement of the Problem

The purpose of this manual will be to provide interdisciplinary cognitive learning tasks for children excused from regular physical education activities. Specifically, this manual will include tasks for children kindergarten through sixth grade that can be completed with pencil and paper. These tasks will be designed to enhance and reinforce cognitive concepts which include math, letters, spelling, reading, and writing with a physical education focus.

Significance of the Study

Even though elementary physical education is an activity class, occasionally it is necessary for children to be excused from participation. This time is an opportunity to reinforce and interrelate cognitive concepts in physical education and classroom learning.

Elementary physical education has often been referred to as a "frill" and a time to "throw out the ball" and play games and have fun. The various skills involved in all sports in physical education are based on scientific and

mechanical principles. These principles will be reviewed and reinforced in the cognitive tasks of this manual.

The tasks in this manual will be designed to be self-explanatory, to be completed individually by children, be grade-level appropriate, and completed in a regular physical education class period of twenty to thirty minutes. This allows the physical education teacher to continue instruction with the remaining children in class and feel comfortable that the child excused from class is learning and reviewing concepts related to physical education and classroom instruction.

Justification

This manual evolved from the writer's frustration to locate appropriate interdisciplinary cognitive tasks for elementary children unable to participate in regular physical education due to illness or injury. Cognitive activities located were written tests and assignments that were inappropriate based on elementary children's reading level, thinking processes, and class-time limitations. Other cognitive activities located involved movement sequences with an academic focus, neither of which is appropriate for elementary children excused from physical education.

Thus far, no book or manual exists specifically with tasks that are grade-, age-, time-, and subject-matter appropriate for elementary school children to work on when

excused from physical education. This manual is designed to fill that educational need.

Definitions of Terms

For the purpose of this study, the following terms are defined:

Cognitive--thinking process.

Excuse--written note by a parent, teacher, or physician asking the child not to participate in regular physical education activities due to illness or injury.

Interdisciplinary--combining or involving two or more academic disciplines (Stein, 1988).

Tasks--an assignment involving pencil and paper.

Delimitations of the Study

The following items are limitations to the development of this manual:

1. The tasks in the manual are limited to elementary students in kindergarten through sixth grade.
2. The tasks are written to be completed cognitively not as psychomotor skills.
3. Since the physical education teacher is responsible for a complete class of students, the tasks are to be self-explanatory.
4. All work is to be completed in a class period of thirty minutes as this is not to be a homework assignment.
5. Students will work independently without help from other students.

6. Tasks will be presented at reading levels and comprehension levels appropriate for each grade kindergarten through six.

CHAPTER 2

Review of Literature

An extensive review of related literature produced very little in a similar form of integrating interdisciplinary cognitive tasks. Although there is an abundance of textbooks and articles from periodicals and journals concerned with issues of cognitive learning in elementary physical education, these most often addressed cognitive learning through movement or with written tests. The review of literature revealed very little pertaining to integrating interdisciplinary cognitive tasks for elementary children unable to actively participate in regular physical education.

Initially, cognitive learning experiences were used to engage students in worthwhile activities during the time they were unable to participate in physical education activities because of lack of space (Espiritu, 1987). Thus, there was the emergence of learning centers to provide a constructive, worthwhile alternative for students focusing not only on physical skills but on intellectual development (Espiritu & Loughrey, 1985).

The idea of using the intellect is not new in physical education. Emphasis on cognitive learning has appeared in literature since the 1950's. Excellent resources are

available which describe the concepts curriculum and conceptually-based program models (Lawson & Placek, 1981; Siedentop, Mand, & Taggart, 1986). AAHPERD's (1987) Basic Stuff Series I and II also emphasize cognitive objectives designed to provide teachers with methods to teach and evaluate cognitive skills systematically while improving their curriculum.

It seems essential that physical educators resolve the mind-body dualism by showing they also deal with the mind (Miller, 1987). Education of the whole child integrates academics and the arts and can do this with no sacrifice to the quality of the movement program (Werner, Simmons, & Bowling, 1989). Integration does mean knowing the content well enough to expand it beyond the limits of the subject area, make references and applications of learning in other content areas and transfer student learning of concepts to applications beyond the gym, pool, field and studio (Werner, Simmons, & Bowling, 1989). This is evident through the Basic Stuff Series, Companion Series II (1987), which is designed to aid teachers in the design and implementation of intentional, planned learning experiences related to cognitive development. Other commercially-designed materials and texts, such as Corbin's Fitness for Life (1985), are being used in a growing number of physical education programs (Espiritu, 1987).

All of the above mentioned curriculums focus on the psychomotor domain, a method of solving space problems, or dealing with the whole class for the purpose of gathering specific evaluation information. The sick and/or injured elementary child unable to be actively included in the regular program does not fit nicely into any of the above mentioned curriculums.

Two issues often are the cause of children attending school in a less than healthy state: (1) dual income families and (2) the cost of quality child care. Parents are often faced with the dilemma of missing work to care for a sick child. This may result in a loss of pay or sending the "not-so-healthy" child back to school with instructions not to go outside and not to participate in physical education. Unable to participate while recovering from a short-term or extended illness or injury leaves many children isolated from class learning.

This dissertation represents an attempt to meet the needs of children unable to participate in the regular elementary physical education program by suggesting and providing an integrated interdisciplinary cognitive approach to physical education with a non-activity focus. This manual is meant to provide teachers with a short-term working tool to meet the needs of children excused from active class participation.

CHAPTER 3

Methods and Procedures

This chapter includes the methods and procedures that were used to develop this manual. The sections included explain criteria selection of physical education topics, cognitive format design, manual design, environment, subjects, and application of manual use.

Selection of Physical Education Topics

Consideration for selected interdisciplinary physical education topics are based on the following criteria:

1. skills and sports commonly taught in elementary school physical education classes.
2. skills and sports elementary children have knowledge of.
3. skills and sports that are of high interest to elementary children.

There were many sport and skill areas selected based on the above criteria: basketball, fitness, football, gymnastics, miscellaneous sport skills, soccer, softball, striking activities, track and field, and volleyball. This list is not inclusive.

Selection for Cognitive Format Design

The cognitive formats used for the interdisciplinary tasks were selected based on the following:

1. various children's books which reinforced academic skills.
2. children's academic abilities in writing, reading, and comprehension.
3. length of class period.
4. tasks self-explanatory.
5. a variety of tasks between grade levels.
6. duplication ability.

Dot-to-dot, hidden pictures, mazes, word scrambles, hidden words, crossword puzzles, secret codes, and number and letter identification are just a few of the formats selected based on the above criteria.

Manual Design

This manual is divided into four combined grade levels: kindergarten, first and second, third and fourth, and fifth and sixth grade. Within each grade section, appropriate tasks are designed for students during class time. Grade-level characteristics for each individual grade level are at the beginning of each section. There is an overlap and similarity in some tasks from one grade to the next. Tasks are arranged in a sequential order of difficulty which are based on grade level and academic comprehension.

Cognitive tasks will focus on the academic skills taught at the preceding and present grade levels of children kindergarten through sixth grades. The physical education topics will be selected from a variety of skills and sports that elementary children participate in and have some interest and knowledge about. Such topics used will be basketball, fitness, football, gymnastics, soccer, softball, striking sports, track and field, volleyball, and other miscellaneous sport skills. All grade levels will reinforce three or more cognitive concepts.

The kindergarten tasks will reinforce: (1) number and letter recognition, understanding, and sequencing; (2) specific image recognition; and (3) color identification and fine motor skills.

First and second grade tasks will reinforce: (1) number and letter identification, understanding, and sequencing; (2) specific image identification; and (3) decoding skills.

Third and fourth grade tasks will reinforce: (1) selective recognition; (2) specific letter recognition; (3) letter identification and spelling; and (4) decoding.

Fifth and sixth grade tasks will reinforce: (1) spelling and definitions of terms; (2) letter identification; (3) translating and decoding skills; and (4) sentence structure.

These cognitive skills are used in a variety of tasks such as dot-to-dot, hidden pictures, mazes, word scrambles, hidden words, crossword puzzles, secret codes, and number and letter identification.

Environment

A cognitive learning environment needs to be established prior to introducing the manual tasks. Since most children and parents are not accustomed to cognitive work in physical education, it will be necessary to explain and establish a learning environment conducive to quiet work before using the manual. The following steps are suggestions to establish the necessary learning environment:

1. At the beginning of the school year send a letter home with each child stating that when a child needs to be excused from physical education a parent or doctor's note be sent to school (Appendix A). The note should include the child's name, health concern, limitations, and length of excuse from class activity. Consistency in expecting and requesting excuses will bring results. Notes should be given to the physical education teacher.

2. An isolated and protected area away from flying equipment and activity needs to be provided for excused student(s) to work safely. The space should be flexible to accommodate more than one student if necessary.

3. The teacher will need to explain in each class prior to receiving an excuse the expectations and procedures

to follow when a child is unable to participate in regular class activities. This should be done at the beginning of the school year. Brief written and visual instructions should be posted at the working area as helpful reminders of procedures to follow (Appendix B).

4. After reading the excuse, the teacher will select the grade-appropriate task for the child. Tasks should be in a sequential order for ease of record keeping to eliminate a student receiving a duplicate task if excused frequently.

5. A student record sheet (Appendix C) should be kept after the assignment is completed.

6. The working area should be comfortable and safe. Children should work independently. Students involved in regular class activities should not interfere with those excused from class.

7. When a child completes the assignment it should be returned to a designated spot. If time allows, another task can be assigned or other quiet activities should be provided, e.g., reading child-appropriate sports magazines or answering the Lesson Summary (Appendix D).

8. Each assignment should be checked for accuracy and completeness and returned to the student as soon as possible (Appendix F, answer sheets). Tasks should receive a mark for completion but not a letter grade. Work that is not completed at an acceptable level should be redone.

9. There will be a class task assignment sheet for each classroom teacher with all students' names (Appendix E). Completed assignments will be recorded. This sheet will provide a quick reference for assignments to be completed during future excuses from class activity.

Selection of Students

The students who will use this manual will be any student, kindergarten through sixth grade, unable to participate in regular elementary physical education class. This may be due to illness or injury. The length of time excused may be from one day to an extended period of time. A note from an adult should accompany the student on the first day of each new excuse from class stating the reason for the excuse and estimated length of class time to be missed. This note should be given to the physical education teacher to retain for future reference.

Procedure for Manual Use

The tasks found in this manual are for class use in the elementary school and are not intended as homework assignments. The focus of the selected tasks are to reinforce academic skills children already know and reinforce and teach physical education concepts. Due to the limitations of the teacher's availability to assist students on these assignments, all tasks are designed to be self-explanatory and challenging, yet allow for success upon completion.

CHAPTER 4

Kindergarten Interdisciplinary Cognitive Tasks

This chapter includes integrated interdisciplinary cognitive tasks using tracings, color boxes, mazes, and dot-to-dot activities.

According to Dauer and Pangrazi (1986), the following characteristics describe kindergarten students in the cognitive, affective, and psychomotor domains.

COGNITIVE DOMAIN

Short attention span

Curious

Interested in what the body can do

AFFECTIVE DOMAIN

Sensitive and individualistic

Self-concept very important

Accepts defeat poorly

Likes to please the teacher

Likes small group activity

PSYCHOMOTOR DOMAIN

Noisy

Wants attention

Large muscles more developed

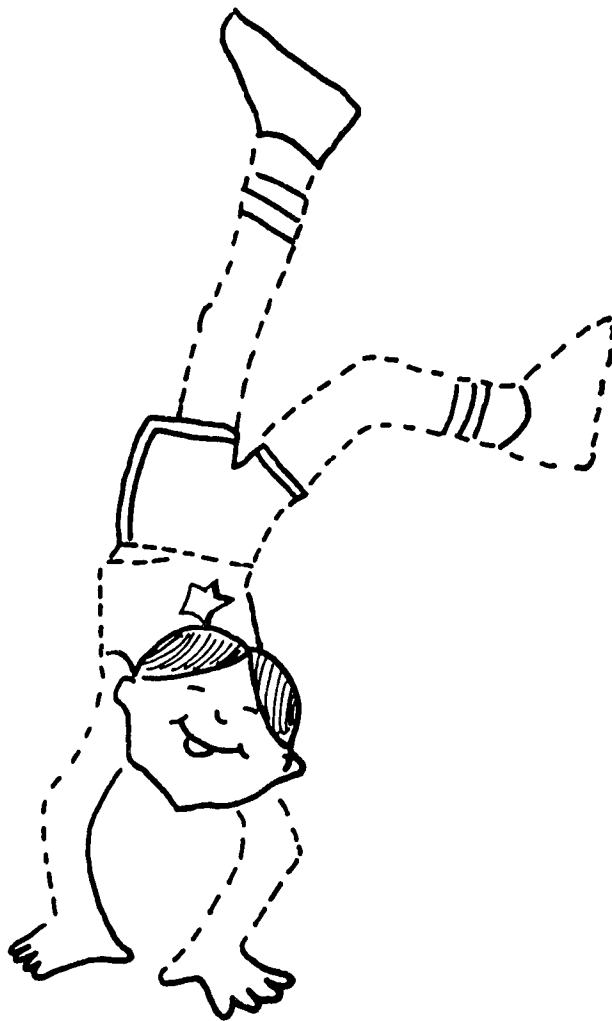
Tires easily and recovers quickly

Hand-eye coordination is developing

STUDENT'S

NAME _____ GRADE LEVEL K TEACHER _____ TASK NUMBER 1

DIRECTIONS: Trace over the dotted lines of the boy doing the handstand. Color the picture.

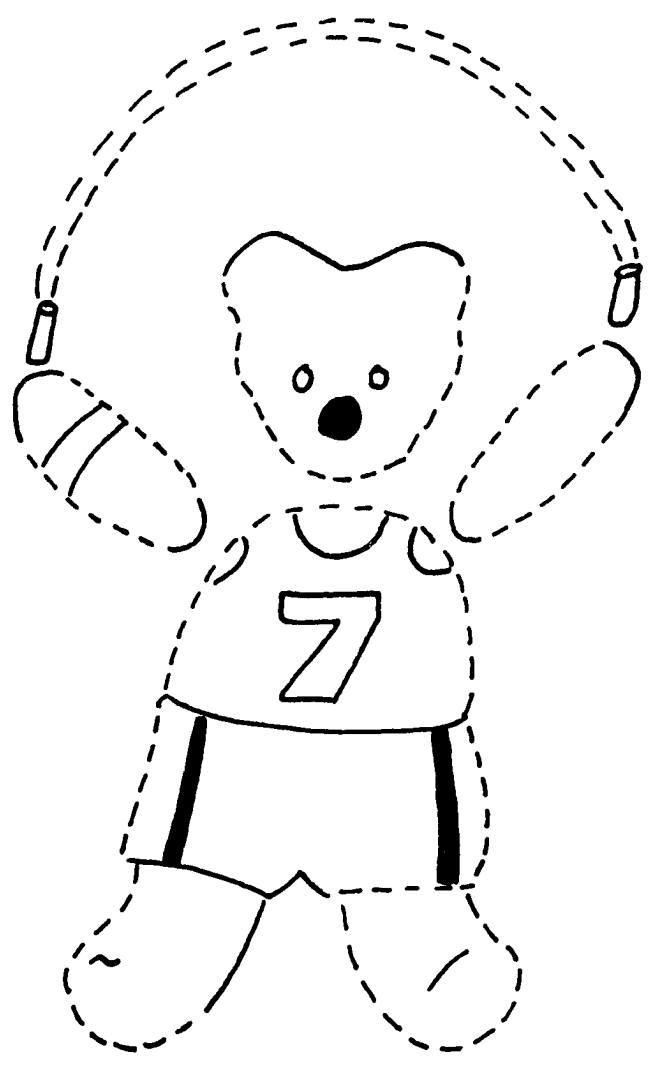


STUDENT'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 2

DIRECTIONS: Trace over the dotted lines of the bear jumping rope. Color the picture.

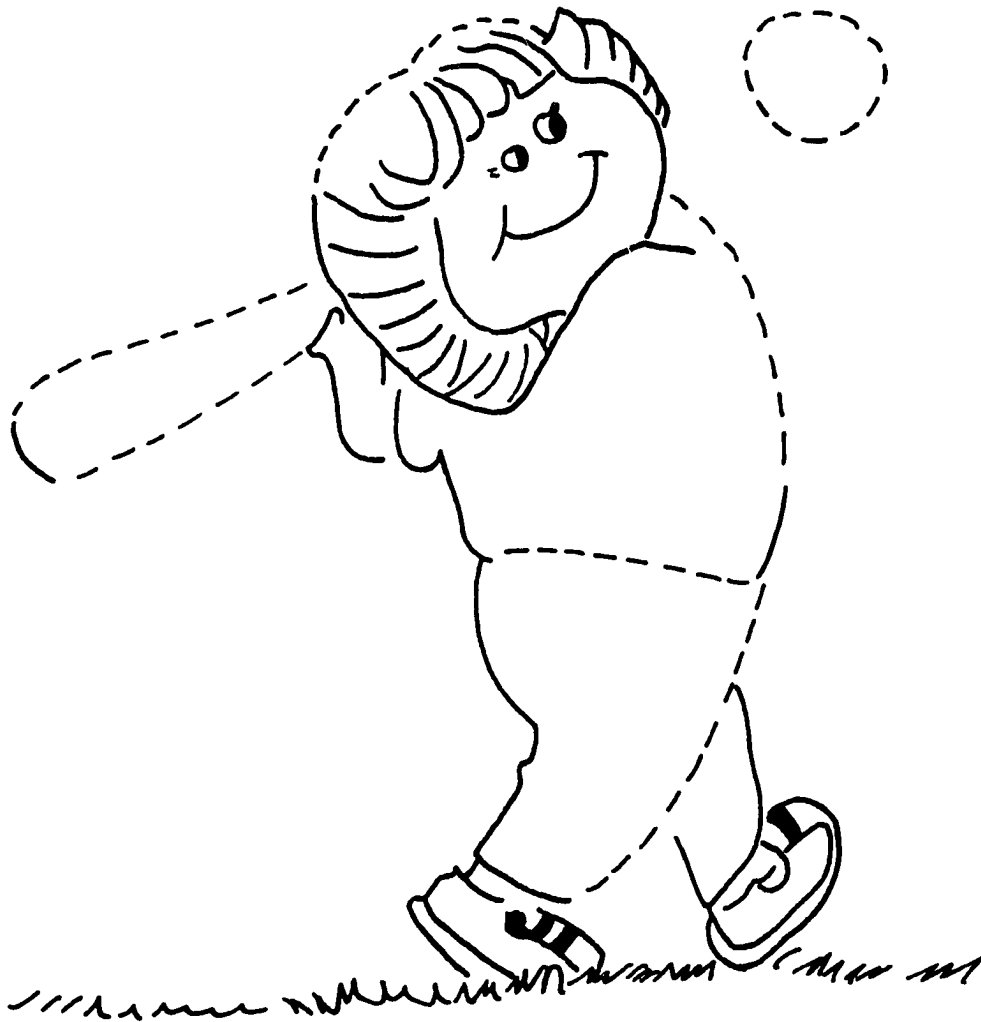


STUDENT'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 3

DIRECTIONS: Trace over the dotted lines of the girl hitting the ball. Color the picture.

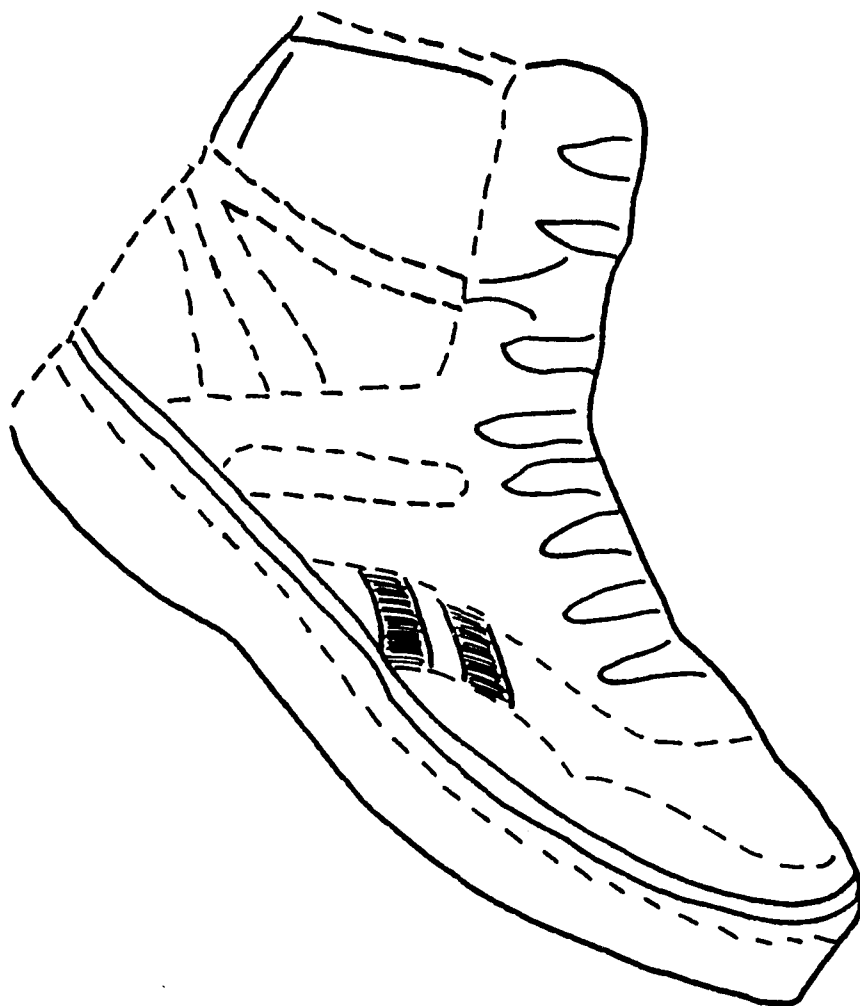


STUDENT'S

NAME _____ GRADE LEVEL K TEACHER _____ TASK NUMBER 4

DIRECTIONS: Trace over the dotted lines of the tennis shoe.

Color the shoe.



STUDENT'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 5

DIRECTIONS: Color the boxes of the girl running.

Y=Yellow R=Red Br=Brown Bl=Black G=Green O=Orange

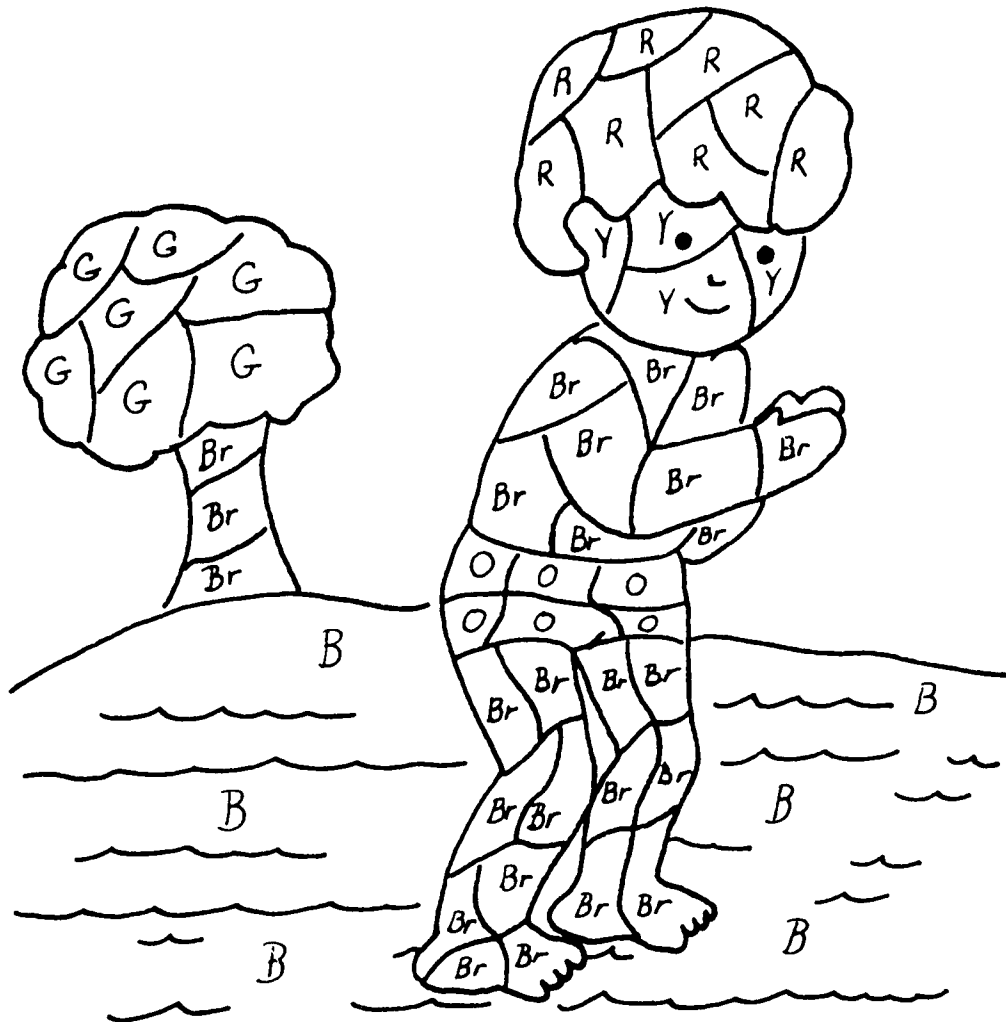


STUDENT'S

NAME _____ GRADE LEVEL K TEACHER _____ TASK NUMBER 6

DIRECTIONS: Color the boxes of the boy swimming.

R=Red B=Blue G=Green Y=Yellow Br=Brown O=Orange

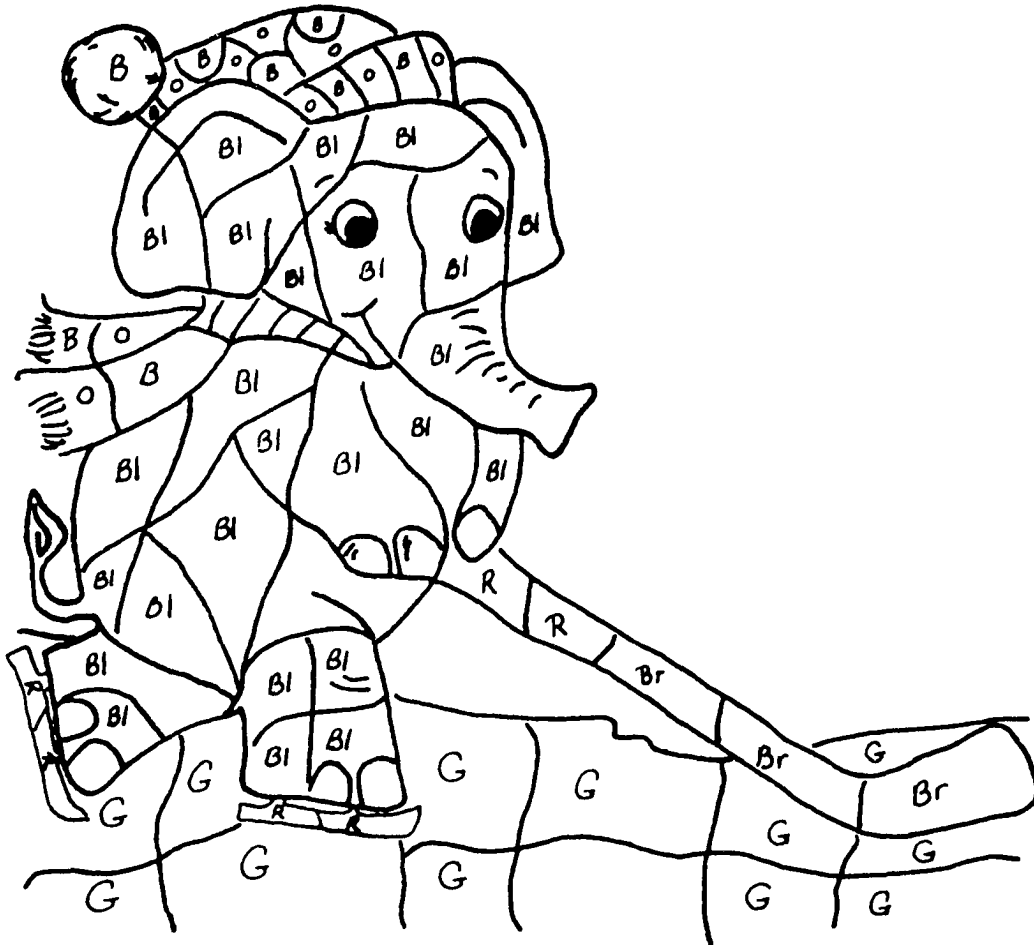


STUDENT'S

NAME _____ GRADE LEVEL K TEACHER _____ TASK NUMBER 7

DIRECTIONS: Color the boxes of the elephant playing hockey.

B=Blue R=Red Br=Brown Bl=Black G=Green O=Orange



STUDENT'S

NAME _____ GRADE LEVEL K TEACHER _____ TASK NUMBER 8

DIRECTIONS: Color the boxes of the girl hitting the ball.

R=Red B=Blue G=Green Y=Yellow W=White Br=Brown

O=Orange Bl=Black

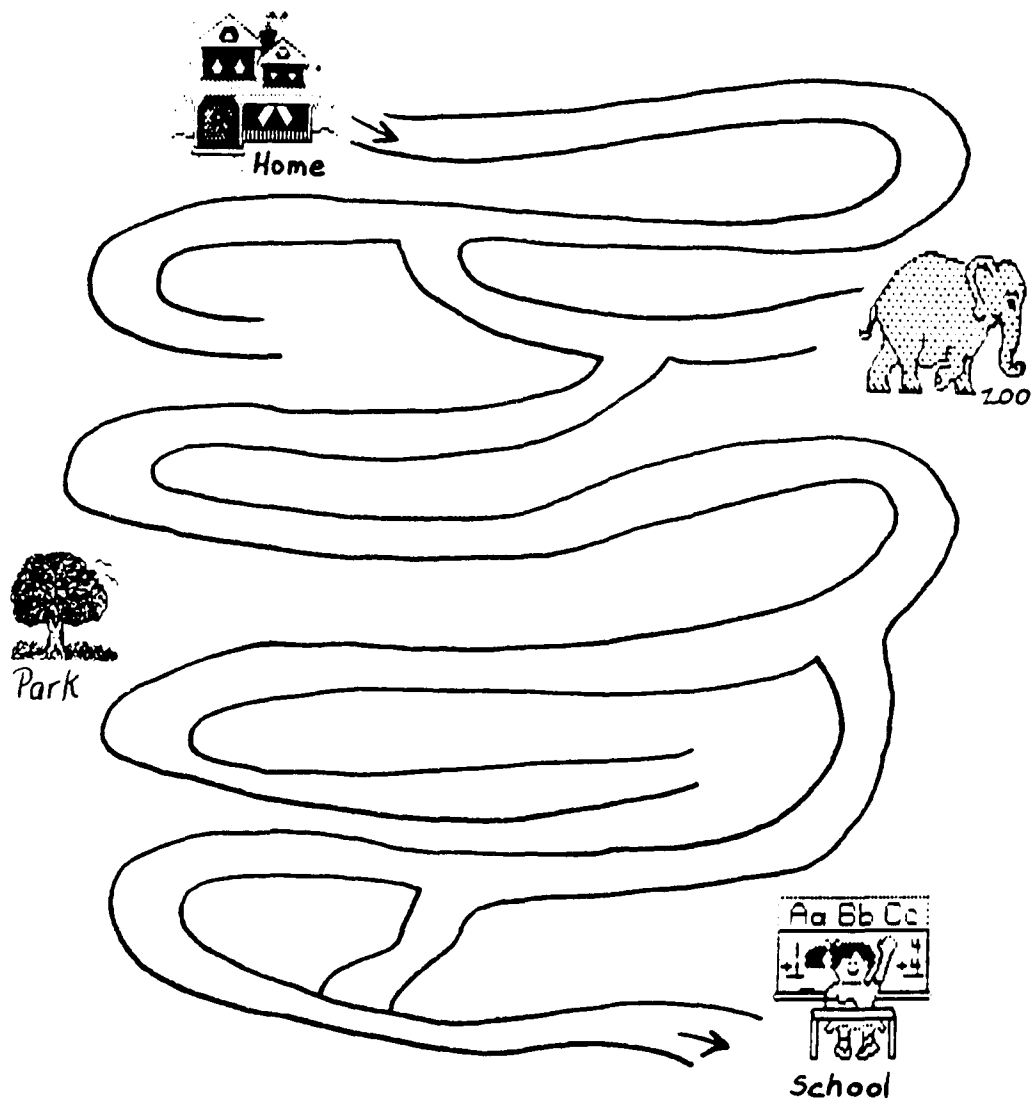


STUDENT'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 9

DIRECTIONS: Can you find your way from home to school?

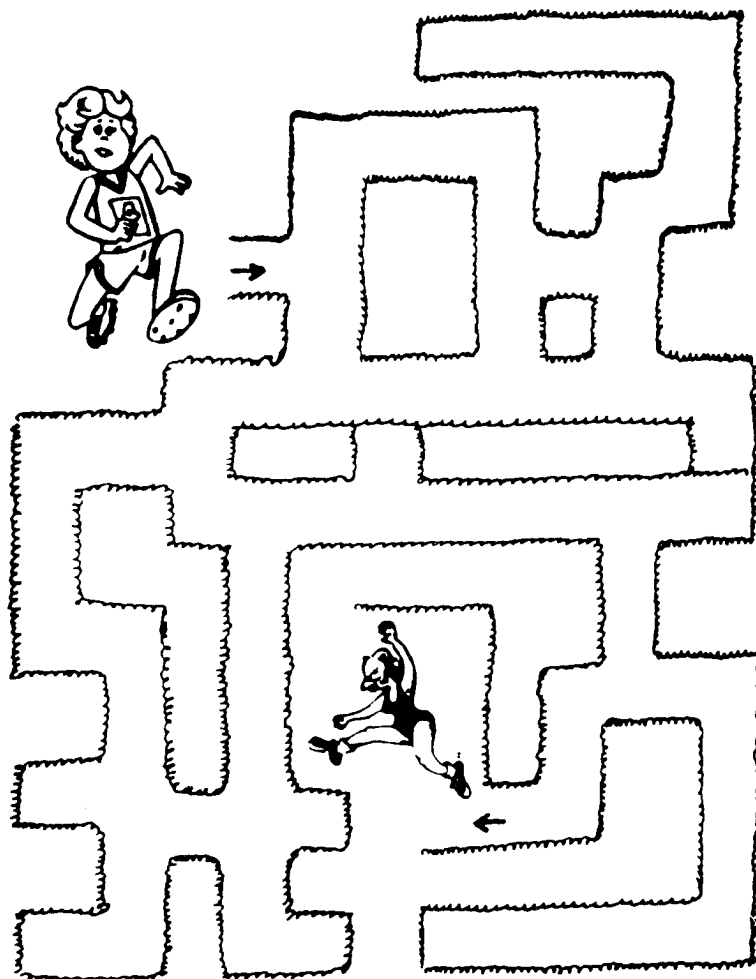


STUDENT'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 10

DIRECTIONS: Can you help Jean find her way to exercise class?

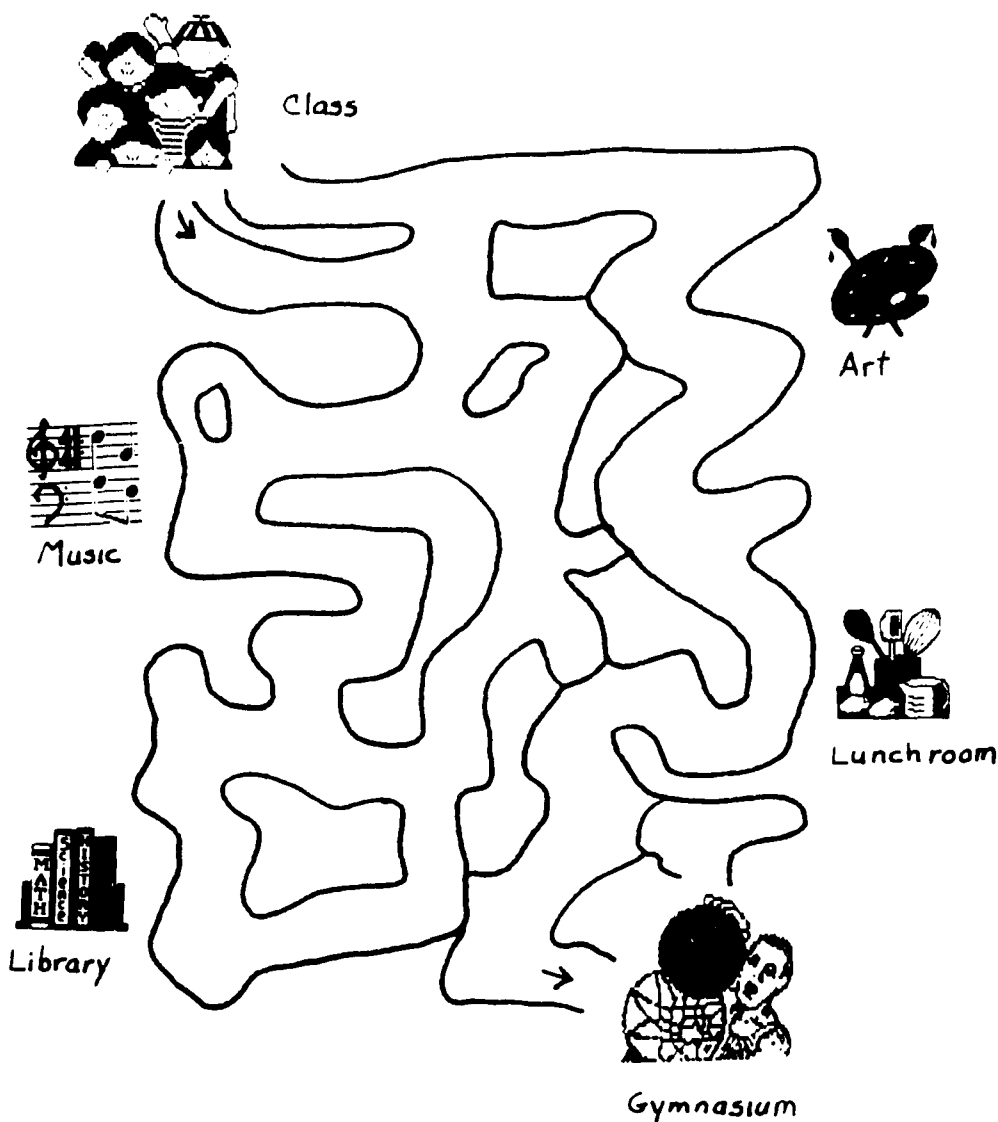


STUDENT 'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 11

DIRECTIONS: Can you find your way from the classroom to the gymnasium?

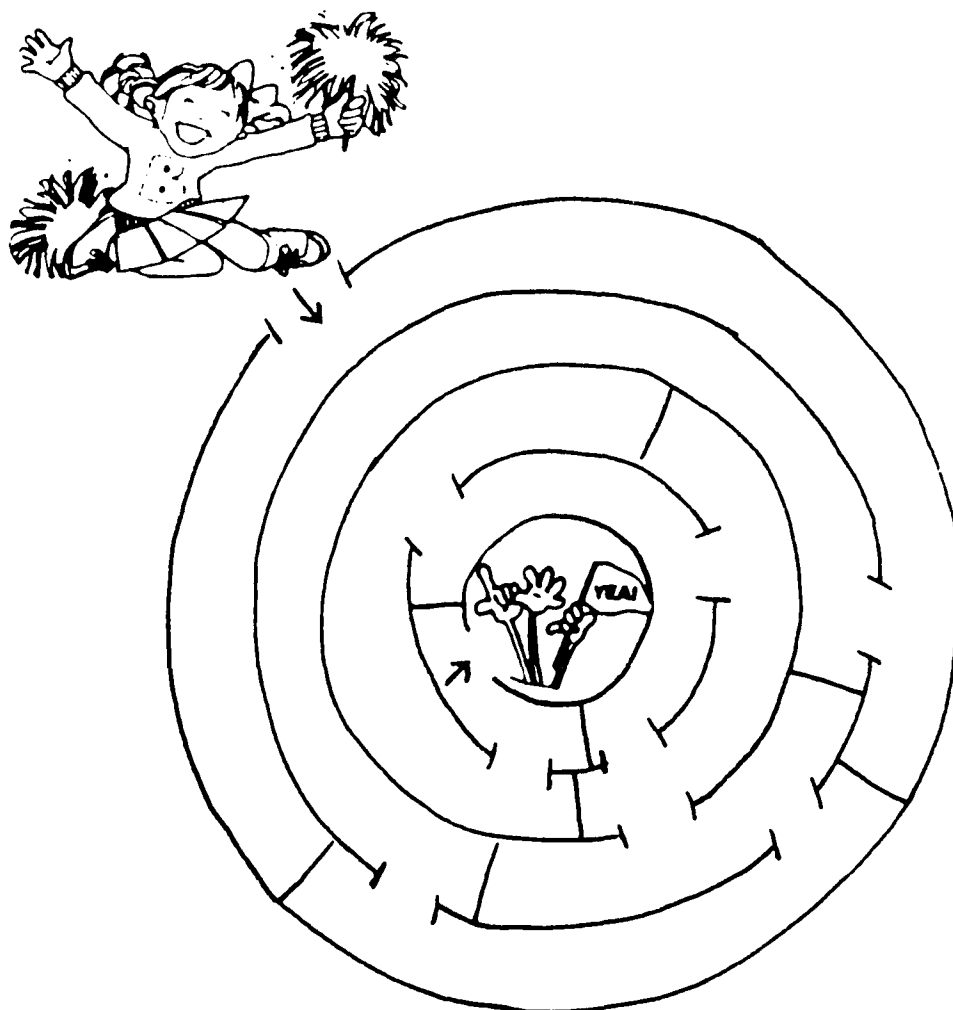


STUDENT'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 12

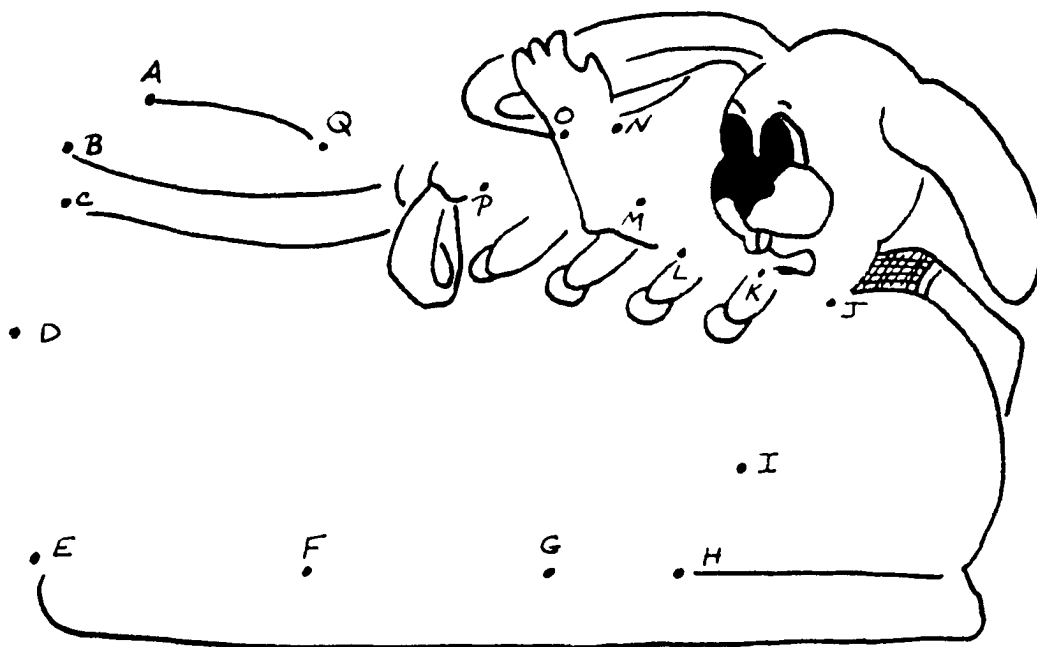
DIRECTIONS: Can you help Jennifer find her fans?



STUDENT'S

NAME _____ GRADE LEVEL K TEACHER _____ TASK NUMBER 13

DIRECTIONS: Connect the letters to finish the mystery picture. Color the picture.

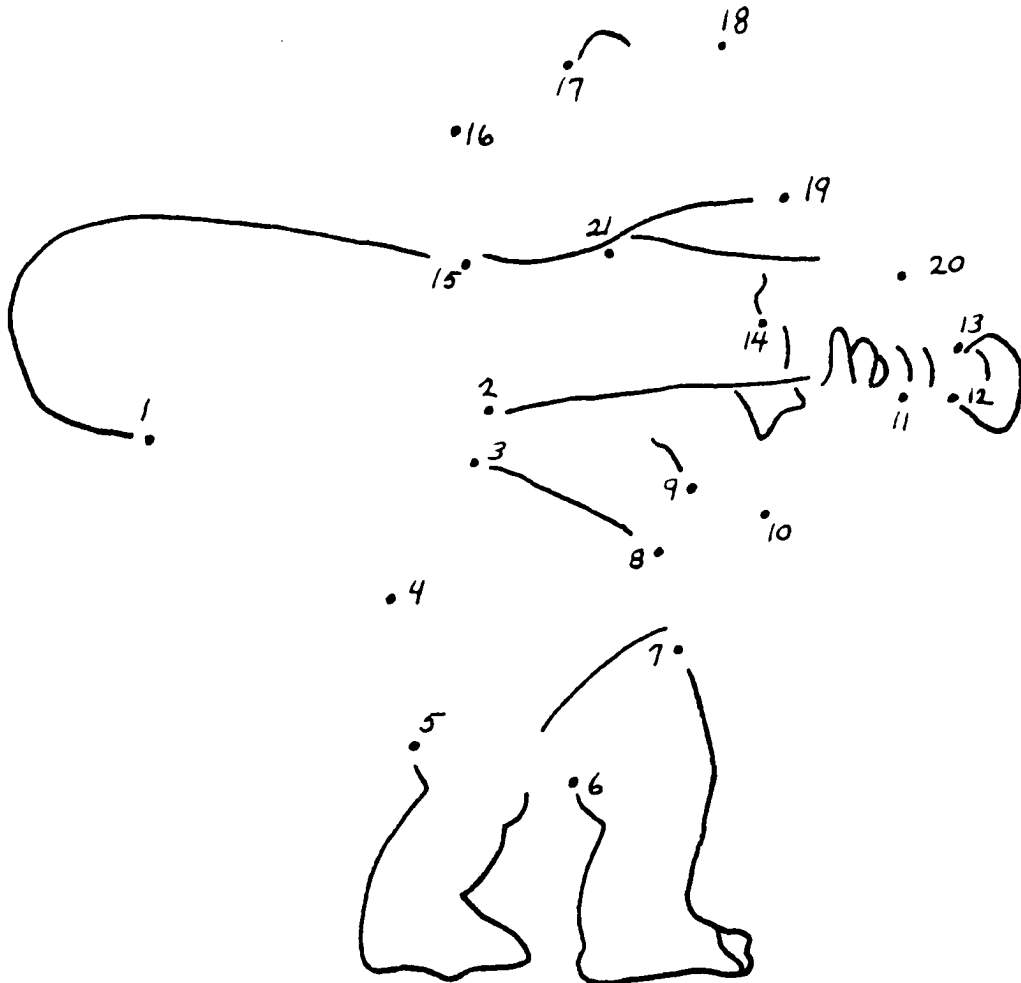


STUDENT'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 14

DIRECTIONS: Connect the numbers to finish the mystery picture. Color the picture.

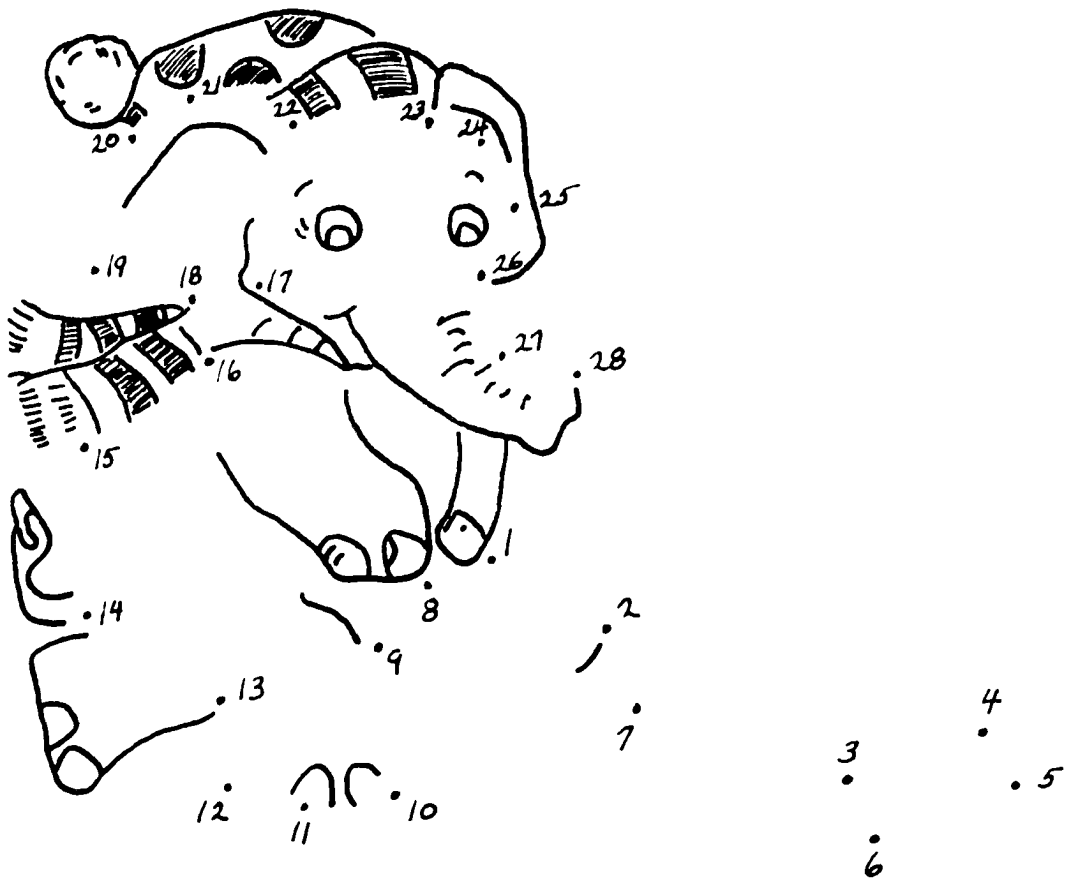


STUDENT'S

NAME _____ GRADE LEVEL K

TEACHER _____ TASK NUMBER 15

DIRECTIONS: Connect the numbers to finish the mystery picture. Color the picture.



CHAPTER 5

First and Second Grade Interdisciplinary Cognitive Tasks

This chapter includes integrating interdisciplinary tasks using mazes, dot-to-dot, hidden objects, number recognition, and letter scramble activities.

According to Dauer and Pangrazi (1986), the following characteristics describe first and second grade students in the cognitive, affective, and psychomotor domains.

First Grade

COGNITIVE DOMAIN

Short attention span

Curious

Interested in what the body can do

Wants to know. Often asks "Why?"

AFFECTIVE

Sensitive and individualistic

Self-concept very important

Accepts defeat poorly

Likes to please the teacher

Likes small group activity

PSYCHOMOTOR DOMAIN

Noisy

Wants attention

Large muscles more developed

Tries easily and recovers quickly

Hand-eye coordination developing

Second Grade

COGNITIVE DOMAIN

Attention span is increasing

Curious to see what they can do

Loves being challenged

AFFECTIVE DOMAIN

More interested in group play

Do not lose willingly

Essentially honest and truthful

Likes to perform well and admired for accomplishments

PSYCHOMOTOR DOMAIN

Improved hand-eye coordination

More interested in sports

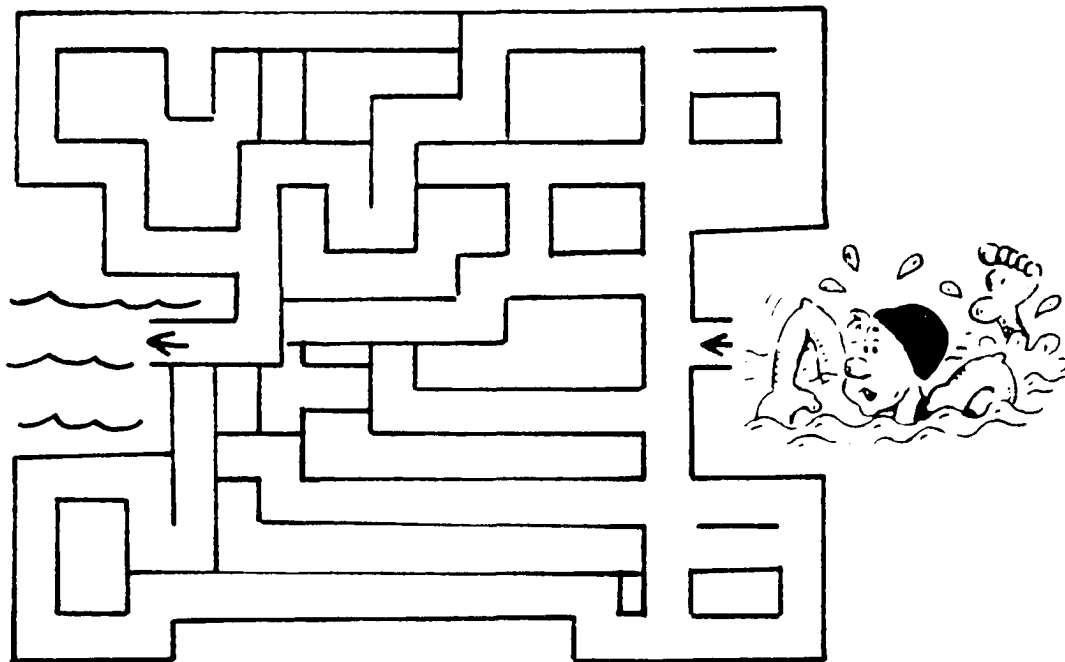
Reaction time slow

Develops interest in fitness

STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 1

DIRECTIONS: Can you help Michelle swim to the ocean?

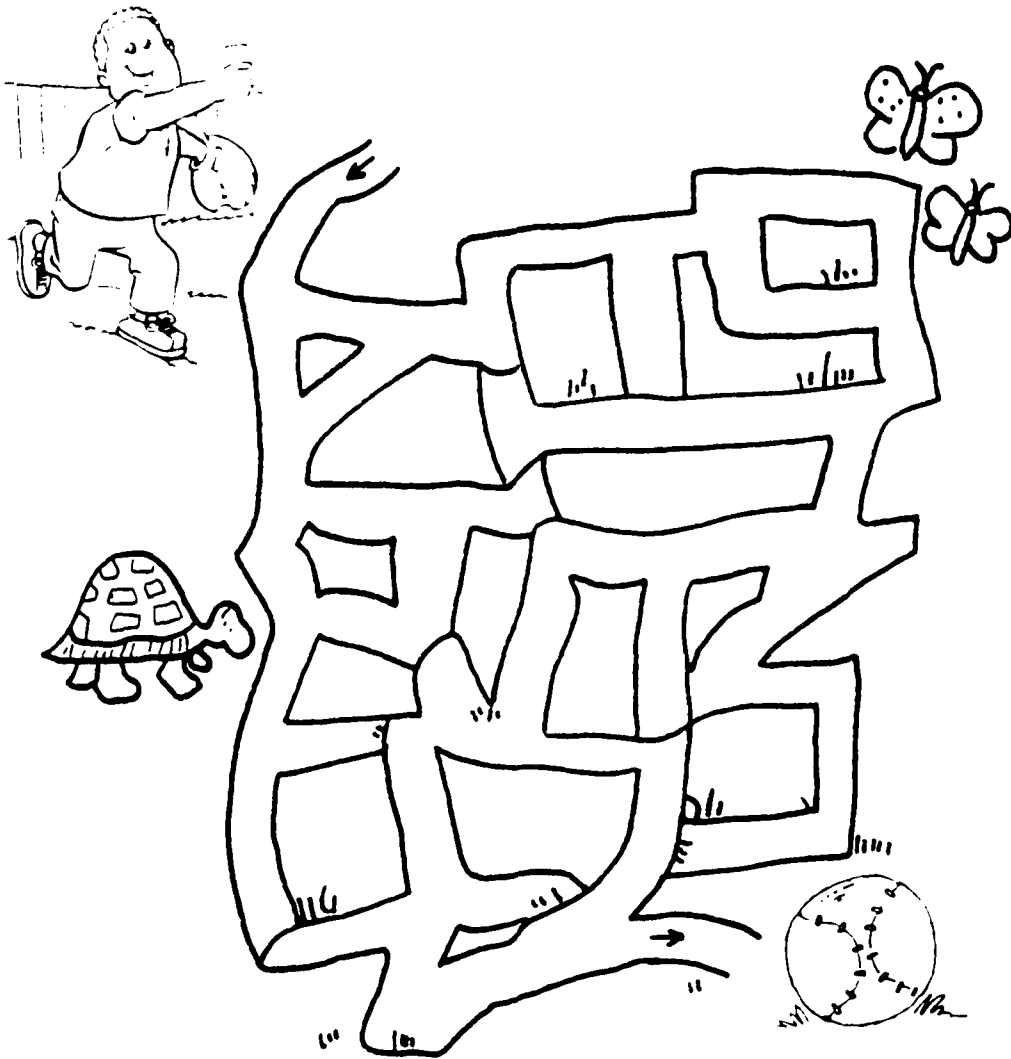


STUDENT'S

NAME _____ GRADE LEVEL 1-2

TEACHER _____ TASK NUMBER 2

DIRECTIONS: Can you help Daniel find the missing ball?

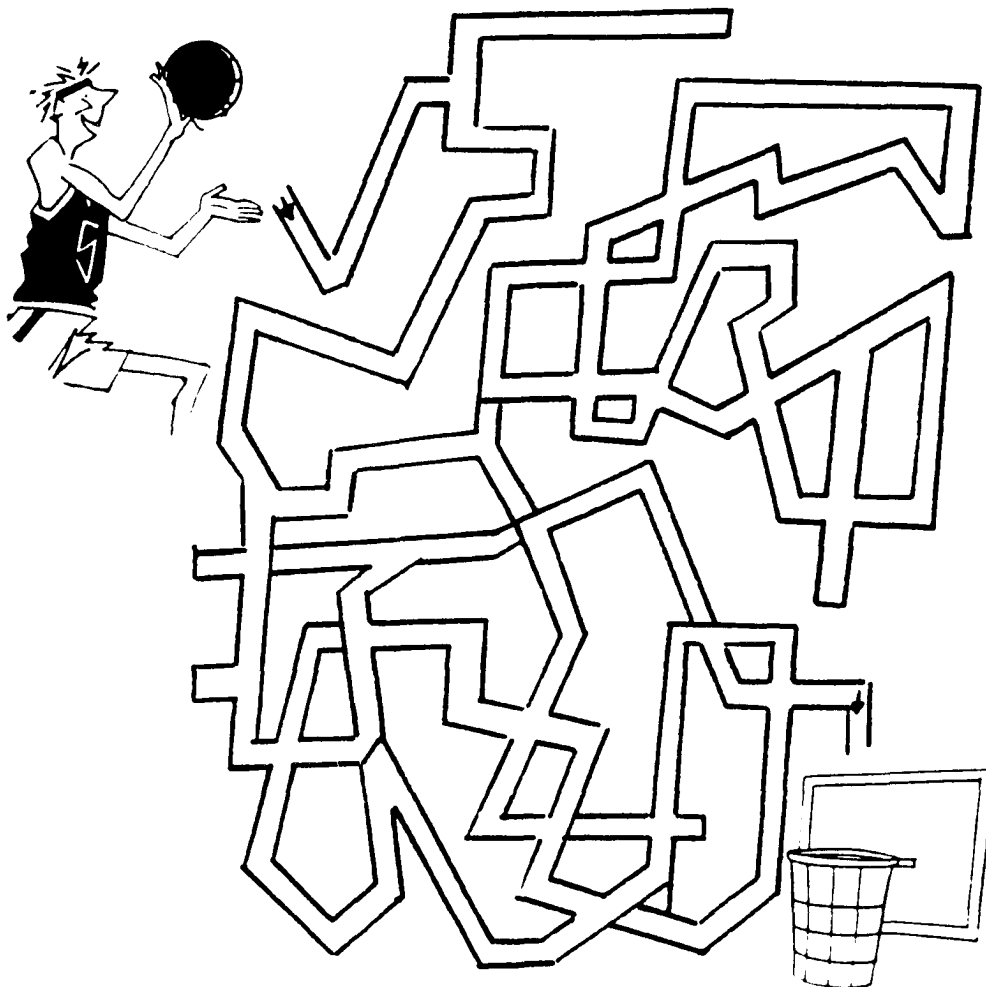


STUDENT'S

NAME _____ GRADE LEVEL 1-2

TEACHER _____ TASK NUMBER 3

DIRECTIONS: Can you help Michael shoot the winning basket?



STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 4

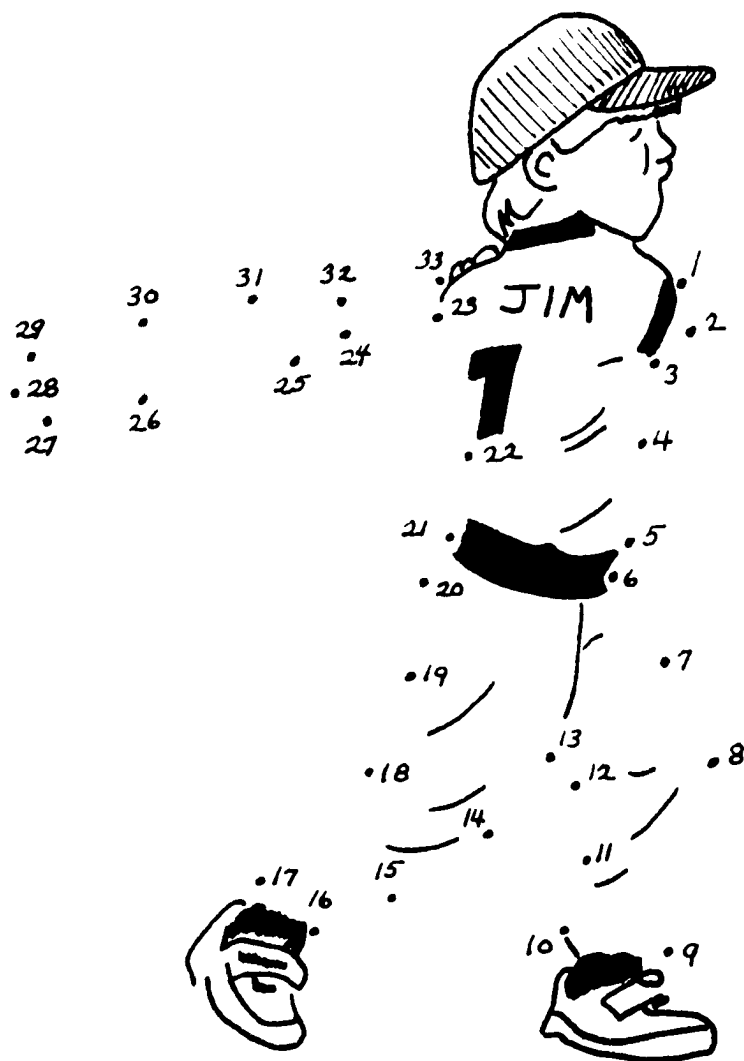
DIRECTIONS: Connect the numbers to see what the boy is climbing. Color the picture.



STUDENT'S

NAME _____ GRADE LEVEL 1-2
 TEACHER _____ TASK NUMBER 5

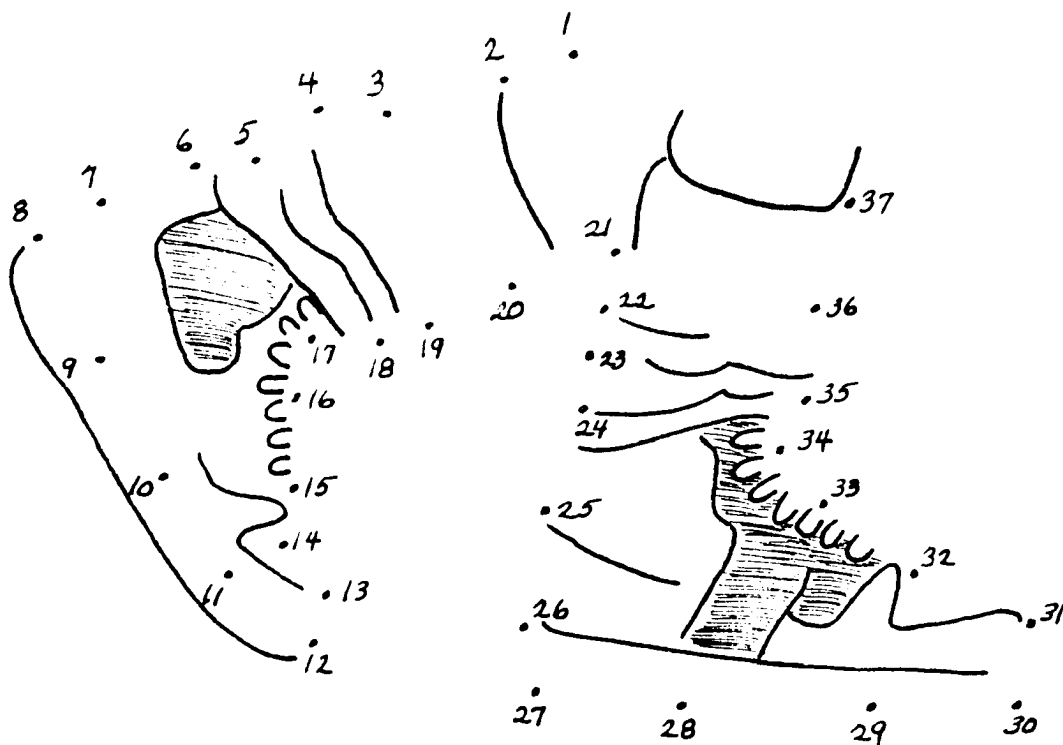
DIRECTIONS: Connect the numbers to see what sport Jim is playing. Color the picture.



STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 6

DIRECTIONS: Connect the numbers to finish the shoes. Color the shoes when finished.

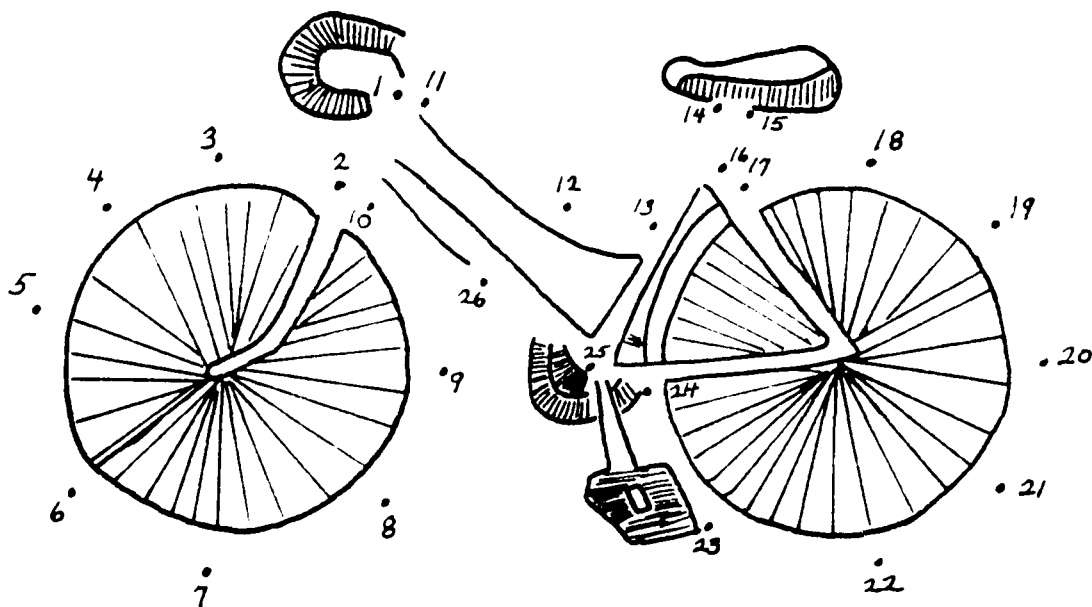


STUDENT'S

NAME _____ GRADE LEVEL 1-2

TEACHER _____ TASK NUMBER 7

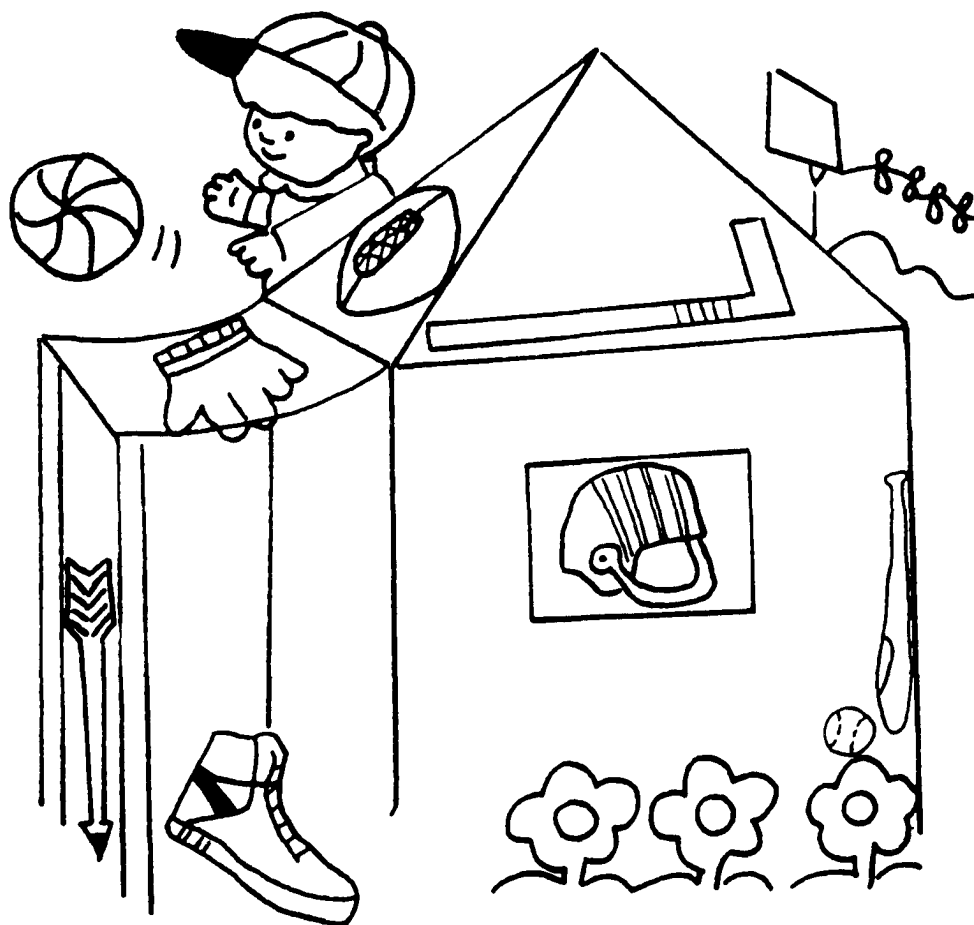
DIRECTIONS: Connect the numbers to finish the bicycle.



STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 8

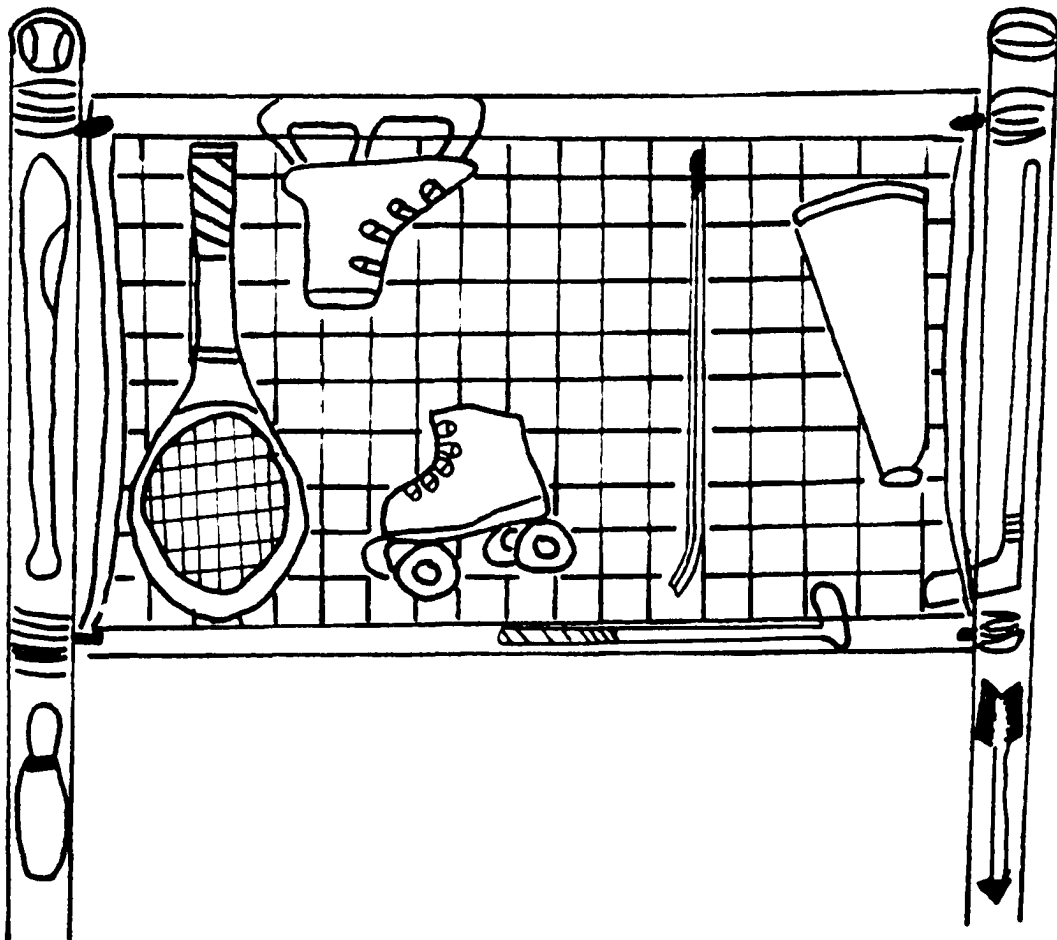
DIRECTIONS: Hidden in this tent are a cap, bat and ball, kite, ball, tennis shoe, football, helmet, arrow, glove, and hockey stick. Can you find all of them and color them?



STUDENT'S

NAME _____ GRADE LEVEL 1-2
TEACHER _____ TASK NUMBER 9

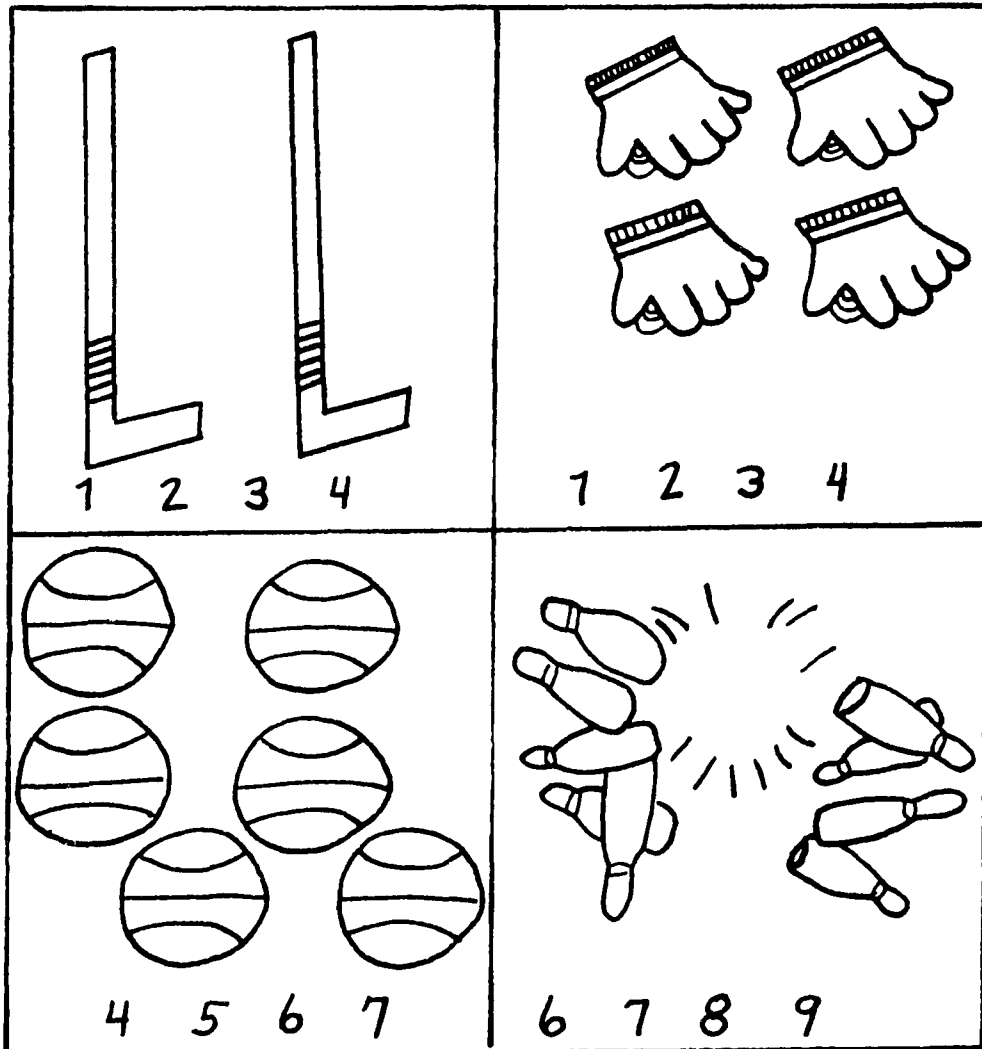
DIRECTIONS: Hidden in this net are a golf club, arrow, puck, baseball, hockey stick racket, bat, skis, ice skate, roller skate, bowling pin, and megaphone. Can you find all of them and color them?



STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 10

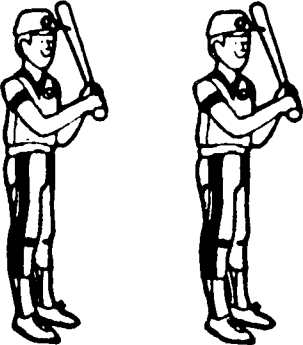

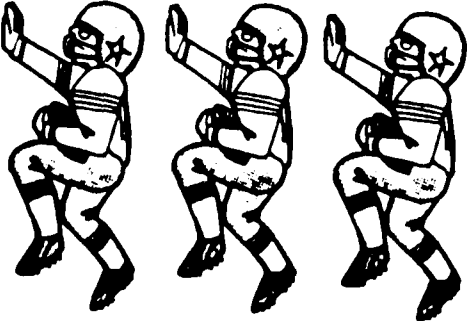
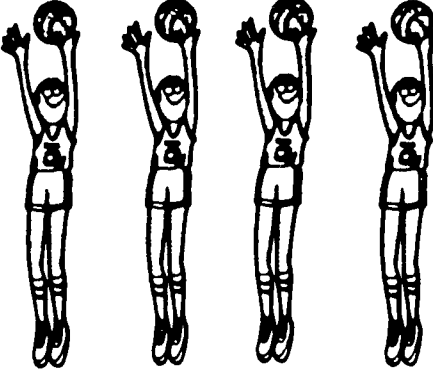
DIRECTIONS: Circle the number of objects found in each box.
Color the objects.



STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 11

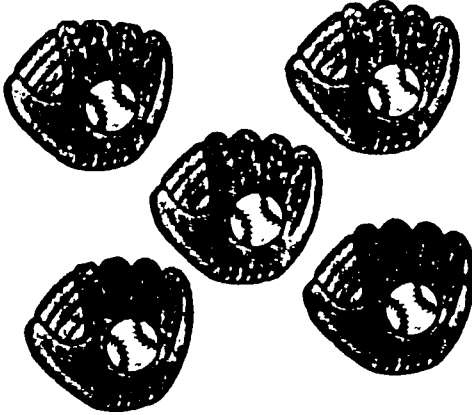
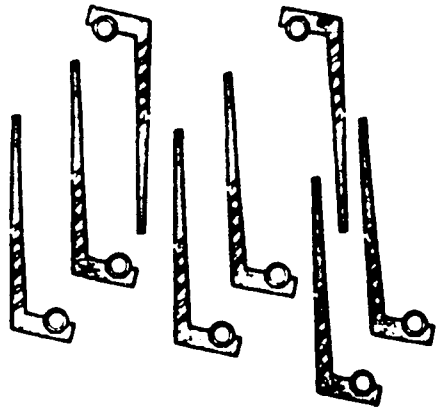
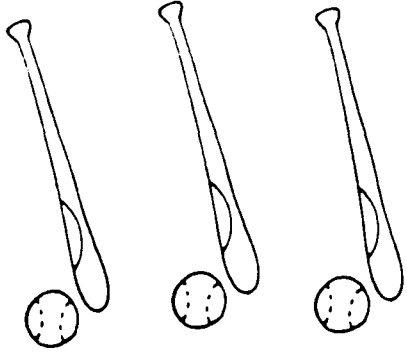
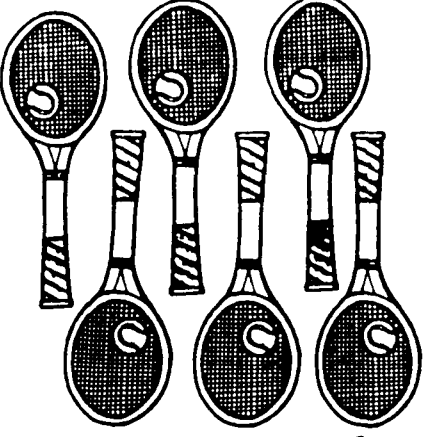
DIRECTIONS: Circle the correct number of players found in each box.

 <p>1 2 3 4</p>	 <p>1 2 3 4</p>
 <p>3 4 5 6</p>	 <p>3 4 5 6</p>

STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 12

DIRECTIONS: Circle the correct number of pairs of sports equipment.

 <p>3 4 5 6</p>	 <p>5 6 7 8</p>
 <p>3 4 5 6</p>	 <p>5 6 7 8</p>

STUDENT'S

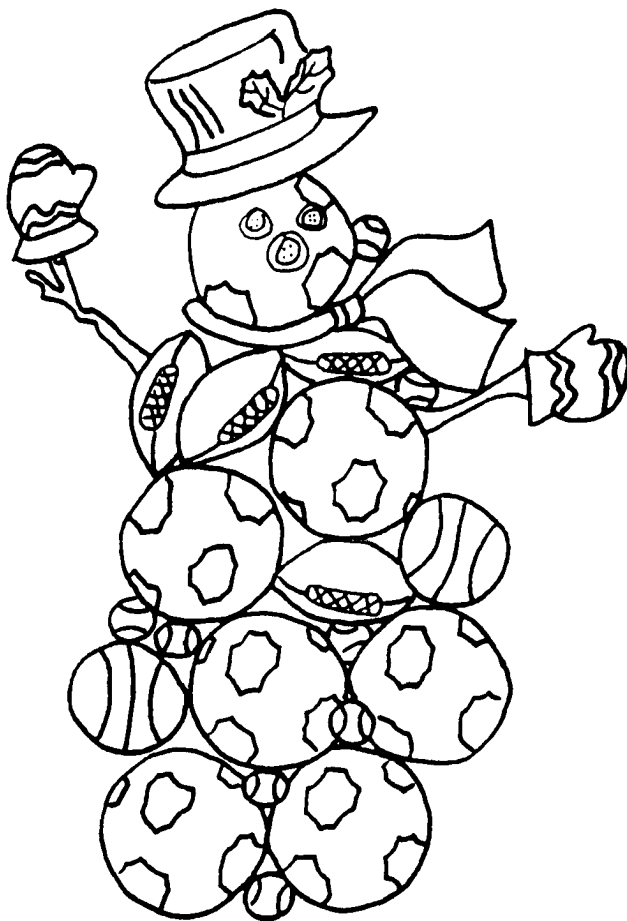
NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 13

DIRECTIONS: Fill in the correct number of baseballs, basketballs, footballs, and soccerballs. Then tell how many total balls are in the snowman. Color the snowman.

There are ____ basketballs There are ____ baseballs

There are ____ soccerballs There are ____ footballs

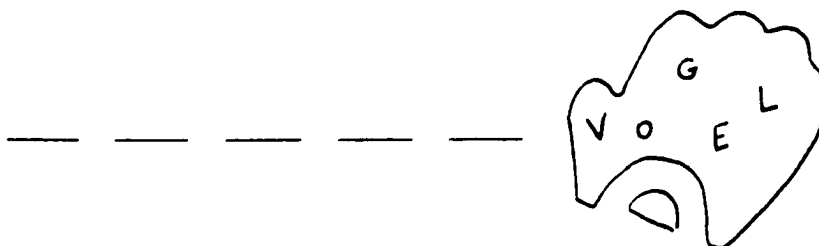
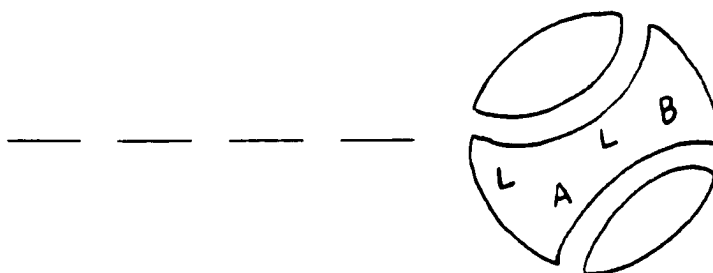
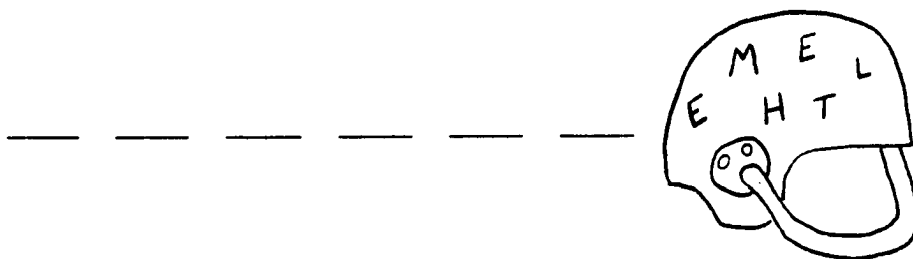
There are ____ balls total.



STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 14

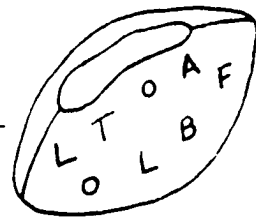
DIRECTIONS: Unscramble the letters to correctly spell the name of the picture.



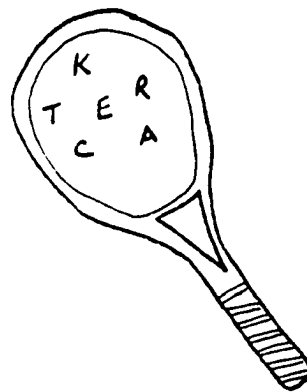
STUDENT'S

NAME _____ GRADE LEVEL 1-2TEACHER _____ TASK NUMBER 15

DIRECTIONS: Unscramble the letters to correctly spell the name of the picture.







CHAPTER 6

Third and Fourth Grade Interdisciplinary Cognitive Tasks

This chapter includes integrated interdisciplinary cognitive tasks using hidden objects, matching, word scramble, hidden words, alphabet knowledge, and code activities.

According to Dauer and Pangrazi (1986), the following characteristics describe third and fourth grade students in the cognitive, affective, and psychomotor domains.

Third Grade

COGNITIVE DOMAIN

Attention span increasing

Curious to see what they can do

Loves to be challenged

AFFECTIVE DOMAIN

More interested in group play

Do not lose willingly

Essentially honest and truthful

Like to perform well and be admired for accomplishments

PSYCHOMOTOR DOMAIN

Improved hand-eye coordination

More interested in sports

Reaction time slow

Developing interest in fitness

Fourth Grade

COGNITIVE DOMAIN

Wants to know the rules to games

Knowledgeable about and interested in sports strategy

Desires information about the importance of physical
fitness and health-related topics

AFFECTIVE DOMAIN

Peer group important

Strong increase in drive toward independence

Acceptance of self-responsibility

Strong competitive urge

PSYCHOMOTOR DOMAIN

Steady growth: girls often ahead of boys

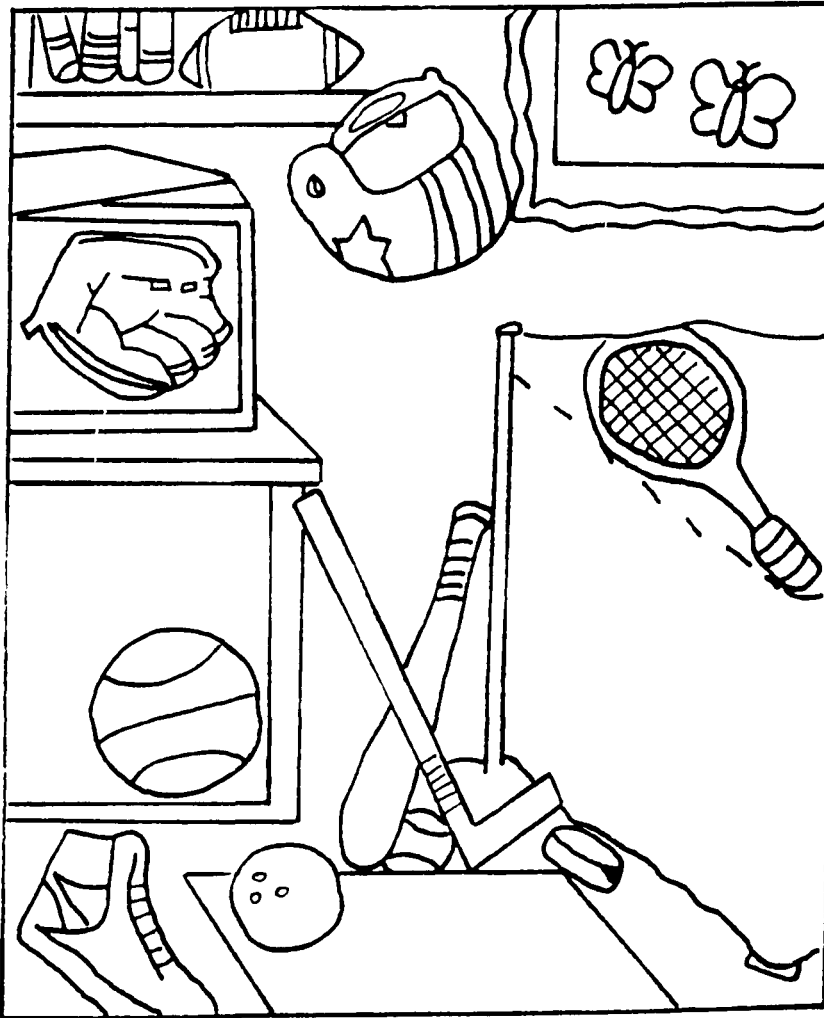
Muscular coordination and skills improving

Differences in physical capacity and skill development

STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 1

DIRECTIONS: Hidden in this room are a hockey stick, hockey puck, paddle, tennis shoe, football, baseball glove, bat, basketball, baseball, bowling ball, and helmet. Can you find them and color them?



STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 2

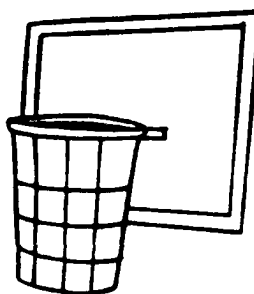
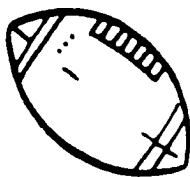
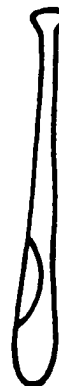
DIRECTIONS: Draw a line from the word in Column 1 to the word that correctly matches in Column 2.

COLUMN 1

FOOTBALL
 BASKETBALL
 BASEBALL
 BOW
 HOCKEY STICK
 BOWLING BALL
 TENNIS
 VOLLEYBALL

COLUMN 2

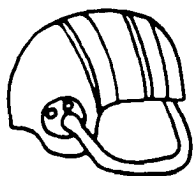
NET
 PIN
 HELMET
 GOAL
 GLOVE
 BALL
 PUCK
 ARROW



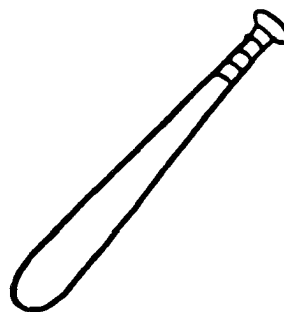
STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 3

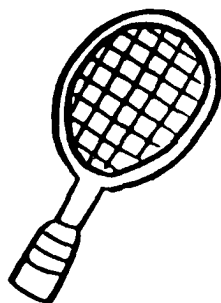
DIRECTIONS: Circle the one letter in each row that you do not need to correctly spell the name of the picture.



H A E L M E T

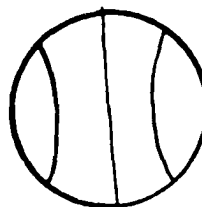


B A D T



P R A C K E T

B A L T L



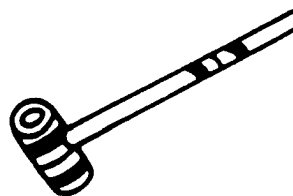
STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 4

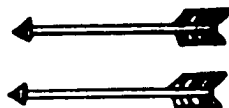
DIRECTIONS: Circle the one letter in each row that you do not need to correctly spell the name of the picture.



G L U O V E



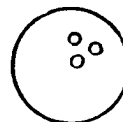
M E A L L E T



S A R R O W S

B O W L E I N G

F B A L L



STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 5

DIRECTIONS: Unscramble the letters to correctly spell these
14 Olympic sports.

GMTASICYNS	G	_____
TKCAR & FELID	T	_____ & F _____
SGINKI	S	_____
VLLYELOBLA	V	_____
BKABSLELTA	B	_____
SMMGMIIW	S	_____
HKOCYE	H	_____
SAGTNIK	S	_____
FBOLOLAT	F	_____
SERCOC	S	_____
BDMTOANNI	B	_____

Word Key: Skating-Volleyball-Gymnastics-Badminton-
Track & Field-Basketball-Skiing-Swimming-Hockey-Football

STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 6

DIRECTIONS: Find and circle the 11 fitness words below.
 Words go up, down, and across. Some words may share
 letters.

S	C	T	S	H	E	A	R	T
T	P	E	W	Z	S	E	F	E
R	R	M	I	L	T	K	E	X
E	J	U	M	P	R	O	P	E
N	O	S	A	F	E	G	H	R
G	G	C	R	I	T	K	W	C
T	X	L	U	Z	C	Y	A	I
H	R	E	N	L	H	M	L	S
A	O	S	U	V	B	I	K	E

Word Key:

Jog-Walk-Heart-Exercise-Stretch-Muscles-Strength-Swim-
 Bike-Jump Rope-Run

STUDENT'S

NAME _____ GRADE LEVEL 3-4
 TEACHER _____ TASK NUMBER 7

DIRECTIONS: Find and circle the 12 words that relate to unsportsmanlike play. Words go up, down, and across. Some words may share letters.

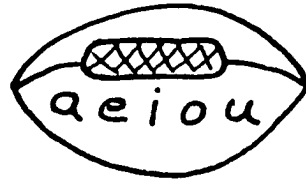
Z	C	H	I	G	H	S	T	I	C	K	S
T	V	O	K	M	P	R	O	U	L	X	P
K	O	L	E	V	A	R	T	D	I	P	I
C	K	D	F	L	L	Y	R	I	P	F	K
O	E	G	O	H	M	E	I	O	V	W	E
L	B	K	O	Q	I	I	P	A	P	U	V
B	U	T	T	I	N	G	J	H	O	Y	M
M	A	J	F	C	G	D	N	J	R	S	P
O	C	H	A	R	G	E	Y	N	K	O	U
R	H	N	U	O	D	A	G	T	N	A	R
L	F	A	L	S	E	S	T	A	R	T	E
L	L	S	T	A	B	R	K	O	O	W	D

Word Key: Clip-Hold-Charge-Block-Trip-Travel-Spike-
 Butting-High Sticks-Palming-False Start-Foot Fault

STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 8

DIRECTIONS: Fill in the missing vowels to finish the sentences. The missing vowels are inside the football.



1. Thr ____ w a football to a friend.
2. C ____ tch a softball.
3. K ____ ck a soccerball.
4. R ____ ll the bowling ball.
5. Str ____ k ____ with a racket.
6. H ____ t the hockey puck.
7. T ____ g a friend.
8. Sh ____ ____ t at the basket.
9. J ____ g, sw ____ m, and b ____ k ____ for fitness.
10. B ____ l ____ n c ____ on one foot.

STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 9

DIRECTIONS: Correctly spell each word to solve the mystery phrases by changing each letter to the one that comes AFTER it in the alphabet. Write the correct letter on the line below the letter. (Example: CNF spells DOG).

H E H S H R S N A D H S

H R T O S N L D

A D K H D U D H M X N T Q R D K E

STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 10

DIRECTIONS: Correctly spell each word to solve the mystery phrases by changing each letter to the one that comes BEFORE it in the alphabet. Write the correct letter on the line below the letter. (Example: DBU spells CAT).

C B U U F S V Q

E P V C M F Q M B Z

I P N F S V O

STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 11

DIRECTIONS: Finish the missing alphabet order. After you have filled in the missing letters, place the numbered letter in the appropriately numbered spaces to complete the mystery phrase.

The MYSTERY Sport Is?

1 2 3 4 5 6 7 8 9 10

R, _____, T

1

L, M, _____

2

_____, P, Q

3

U, V, _____

4

_____, T, U

5

J, _____, L

6

H, _____, J

7

_____, J, K

8

_____, O, P

9

E, F, _____

10

STUDENT'S

NAME _____ GRADE LEVEL 3-4
 TEACHER _____ TASK NUMBER 12

DIRECTIONS: Fill in the missing letters for the 12 sports which do not use a ball. Some of the letters have been provided to assist you.

1. O I G
2. T B N
3. H S S E
4. F S B S
5. Y N T C S
6. W T I G
7. U P P E
8. R E C M B G
9. S M N G
10. T C
11. O K Y
12. B I

Word Key:

Tumbling-Hockey-Boxing-Jogging-Gymnastics-Swimming-
 Track-Jump Rope-Wrestling-Horseshoes-Frisbees-Rope
 Climbing

STUDENT'S

NAME _____ GRADE LEVEL 3-4TEACHER _____ TASK NUMBER 13

DIRECTIONS: Fill in the missing letter in the words below.
Then place the numbered letters on the correct numbered
space to complete the mystery phrase.

____ _
1 2 3 4 5 6 7 8 9 10 11 12

FLEXIBIL__TY

8

J__MP

11

__OOTBALL

1

SOCC__R

5

S__RETCH

3

__WIM

7

SK__P

2

__LEE

10

STRE__GTH

4

BALA__CE

12

BA__KETBALL

6

EXERCI__E

9

STUDENT'S

NAME _____ GRADE LEVEL 3-4
 TEACHER _____ TASK NUMBER 14

DIRECTIONS: Match the number under each line with the correct number and letter on the jump rope and fill in the missing letters.

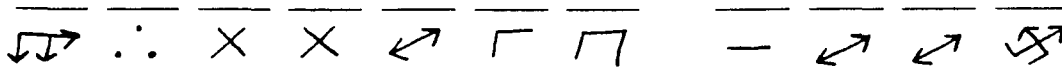
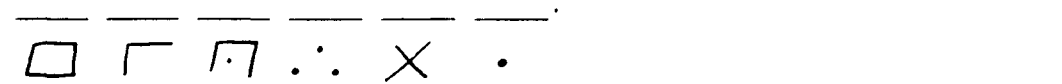
LOCOMOTOR AND SPORT SKILLS:

_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
23	1	12	11	18	21	14	8	15	16	
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
10	21	13	16	19	11	9	16			
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
7	1	12	12	15	16	12	5	1	16	
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
19	12	9	4	5						
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
20	8	18	15	23	3	1	20	3	8	
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
11	9	3	11	4	18	9	2	2	12	5
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
19	8	15	15	20						
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
19	20	18	9	11	5					

STUDENT'S

NAME _____ GRADE LEVEL 3-4
 TEACHER _____ TASK NUMBER 15

DIRECTIONS: Find out what the message says by filling in the letters above the secret code.

CODE

A	B	C	D	E	F	G	H	I
↑	↓	→	←	↗	↘	•	••	∴
J	K	L	M	N	O	P	Q	R
∴	—	=	≡	X	↗	↘	⊗	└
S	T	U	V	W	X	Y	Z	
└	□	┐	↗	↘	└•	┐•	□•	

CHAPTER 7

Fifth and Sixth Grade Interdisciplinary Cognitive Tasks

This chapter includes integrated interdisciplinary cognitive tasks using matching, word scramble, hidden words, alphabet knowledge, codes, sentence order, and crossword puzzle activities.

According to Dauer and Pangrazi (1986), the following characteristics describe fifth and sixth grade students in the cognitive, affective, and psychomotor domains.

Fifth and Sixth Grade

COGNITIVE DOMAIN

Wants to know rules to the game

Knowledgeable about and interested in sports strategy

Desires information about the importance of physical
fitness and health-related topics

AFFECTIVE DOMAIN

Peer group important

Strong increase in drive toward independence

Acceptance of self-responsibility

Strong competitive urge

PSYCHOMOTOR DOMAIN

Steady growth: girls often ahead of boys

Muscular coordination and skills improving

Differences in physical capacity and skill development

STUDENT'S

NAME _____ GRADE LEVEL 5-6
 TEACHER _____ TASK NUMBER 1

DIRECTIONS: Draw line from the name of the sport in
 Column 1 to the correct referee call in Column 2.

COLUMN 1

FOOTBALL

SOFTBALL

BASKETBALL

ICE HOCKEY

VOLLEYBALL

TENNIS

SOCCER

TRACK & FIELD

GYMNASTICS

COLUMN 2

TRAVEL

OFF SIDES

ICING

DOWN

STRIKE

DEDUCTIONS

FALSE START

FOOT FAULT

CARRY

STUDENT'S

NAME _____ GRADE LEVEL 5-6
 TEACHER _____ TASK NUMBER 2

DIRECTIONS: Unscramble these words that affect a healthy heart. Use each word in a sentence on the back to describe how it affects a healthy heart.

1. O S I G K N M _____
2. Y E S O I T B _____
3. S E C E I E R X _____
4. D O B O L S U P R S E E R _____
5. G I H E T W _____
6. T E N I G A _____
7. T F A _____
8. E S O H L R T E C O L _____
9. S M O T E I N O _____
10. C N I A T V I I Y T _____

Word key: Eating-Exercise-Fat-Smoking-Inactivity-Emotions-
 Cholesterol-Obesity-Weight-Blood Pressure.

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 3

DIRECTIONS: Find and circle the 15 healthy foods below.
 Words go up, down, and across. Some words may share
 letters.

T	C	T	T	U	R	K	E	Y	F
P	H	G	O	R	A	N	G	E	R
F	I	S	H	J	S	W	A	I	U
O	C	K	B	H	L	U	P	X	I
M	K	I	R	I	C	E	P	B	T
V	E	G	E	T	A	B	L	E	S
Q	N	Z	A	K	R	P	E	A	S
L	C	V	D	V	R	A	W	N	S
P	O	T	A	T	O	U	Z	S	E
H	R	P	W	A	T	E	R	C	J
G	N	M	L	K	S	I	G	D	T

Word Key:

Fruits-Vegetables-Fish-Chicken-Bread-Rice-Apple-

Carrots-Peas-Beans-Potato-Water-Corn-Turkey-Orange

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 4

DIRECTIONS: Find and circle the 20 sports or skills you practice in physical education. Words go up, down, and across. Some may share letters.

T	U	R	N	Y	B	J	I	H	W	M
S	O	F	T	B	A	L	L	O	A	Z
O	B	Y	S	P	S	K	I	P	V	O
C	I	F	U	J	K	D	C	J	O	O
C	V	O	L	L	E	Y	B	A	L	L
E	J	O	G	K	T	H	E	G	L	D
R	U	T	F	I	B	S	E	T	E	R
R	M	B	O	C	A	T	C	H	Y	I
N	P	A	Q	K	L	R	R	R	E	B
R	O	L	L	O	L	I	A	O	D	B
C	K	L	E	A	P	K	W	W	Y	L
H	O	C	K	E	Y	E	L	F	Q	E

Word Key:

CATCH - THROW - KICK - STRIKE - CRAWL - VOLLEY - DRIBBLE -
 FOOTBALL - SOCCER - TURN - BASKETBALL - SOFTBALL - JUMP -
 VOLLEYBALL - LEAP - ROLL - JOG - HOCKEY - SKIP - HOP

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 5

DIRECTIONS: Circle the words which are hidden. Write the words under the letter in which they start.

- | <u>S</u> | <u>B</u> | <u>T</u> | <u>F</u> |
|----------|----------|----------|----------|
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | |
| 4. | | 4. | |
| 5. | | | |

football striking swimming mibattrack fmk toss ballfield team basketball qzz skip soccer skating target me

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 6

DIRECTIONS: Circle the hidden words. Then put them in alphabetical order on the back.

ccpushzpcurlmqleapdlegallopb
 abropdqruaqbyunrbccurab
 chaseabstretchddcrolltwist
 kreskipmepullaelandflee
 slide

Word Key: Gallop-Roll-Balance-Hop-Run-Bend-Land-Skip-
 Chase-Leap-Slide-Curl-Pull-Stretch-Dodge-Turn-Flee-
 Twist-Push-Walk

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 7

DIRECTIONS: Fill in the missing letters to correctly spell ten sports you can play with a partner. Write one sentence using each word on the back.

T _ _ N _ S
 _ A _ _ I N _ _ _
 P _ _ G _ _ N _
 H _ _ D _ A _ L
 P _ _ D _ _ B _ _ _
 H _ _ _ _ O _ C _
 _ E _ _ _ E _ B _ L _
 J _ _ _ S
 P _ O _
 _ O _ _ _ E _ _ O S

Word Key: Hopscotch-Jacks-Horseshoes-Tennis-Handball-Pool-Badminton-Ping Pong-Paddleball-Tetherball

STUDENT'S

NAME _____ GRADE LEVEL 5-6
 TEACHER _____ TASK NUMBER 8

DIRECTIONS: Fill in the missing letters to these 10 activities you can play without a ball. Write one sentence using each word on the back.

1. ___ U ___ P ___ PE
2. T ___ B ___ N ___
3. R ___ E C ___ M B ___ G
4. H ___ S ___ S ___ E ___
5. S ___ M ___ N ___
6. F ___ S B ___ S
7. ___ O ___ K ___ Y
8. ___ Y ___ N ___ T ___ C S
9. T ___ C ___
10. B ___ I ___

Word key: Hockey-Biking-Tumbling-Jump Rope-Horseshoes-
 Gymnastics-Rope Climbing-Swimming-Track-Frisbees

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 9

DIRECTIONS: The vowels have been provided. Fill in the remaining letters which are the consonants. Write a paragraph using all the words.

__ a __ e __ a __ __

__ o __ __ e __ __ a __ __

__ a __ __ e __ __ a __ __

__ o __ __ e __

__ __ i __ __ i __ __

__ o __ __ e __ __

__ o __ __ i __ __

__ u __ __ __ o __ e

__ u __ __ __ i __ __

__ __ a __ __

Word Key: Swimming-Track-Bowling-Baseball-Hockey-Tumbling-
Soccer-Volleyball-Jump Rope-Basketball

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 10

DIRECTIONS: Find out what the message says by filling in the letters above the secret code.

↖ ∴ □ × ↗ □ □ ↖ ↗ ∟ = ∴ ↖ ↗

↑ ∴ ↗ ↑ = □ ∴ □ ≡ ∴ × ←

↑ × ← ∴ ↗ ↑ = □ ∴ □ ↓ ↗ ← □

Code

a	b	c	d	e	f	g	h	i
↑	↓	→	←	↗	↖	·	∴	∴

j	k	l	m	n	o	p	q	r
∴	-	=	≡	×	↗	↗	↗	∟

s	t	u	v	w	x	y	z
∟	□	↗	↗	↗	∟	∟	□

STUDENT'S

NAME _____ GRADE LEVEL 5-6

TEACHER _____ TASK NUMBER 11

DIRECTIONS: Find out what the message says by filling in the letters above the secret code.

.. ↗ ↑ ∟ □ .. ↗ ↑ = □ .. ∟
 ↘ ↗ ↗ ← ∟ ↑ ↗ ∟ ↗ ↓ ∴ →
 ↗ ∟ ↗ ∟ → ∴ ∟ ↗ ∴ ∟ · ↗ ↗ ←
 ↘ ↗ ∟ □ .. ↗ .. ↗ ↑ ∟ □

Code

a	b	c	d	e	f	g	h	i
↑	↓	→	←	↗	↘	.	..	∴
j	k	l	m	n	o	p	q	r
∴	-	=	≡	X	↗	↗	↗	∟
s	t	u	v	w	x	y	z	
∟	□	↗	↘	↗	∟	∟	□	

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 12

DIRECTIONS: Change the order of the words below to make sensible sentences.

ball play Let's.

out You are.

three Strike.

is game The tied.

mark On get go set your.

out me ball Take to game the.

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 13

DIRECTIONS: Change the order of the words below to make sensible sentences.

ball Jim the threw.

is quarterback Dan a.

batter The ball missed the.

opposite throw Step you foot on the when.

shortstop to threw First the baseman.

would game Two win touchdowns the.

dribble In feet with soccer you the.

STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 14

DIRECTIONS: Read the clues. Then fill in the puzzle with the correct missing words.

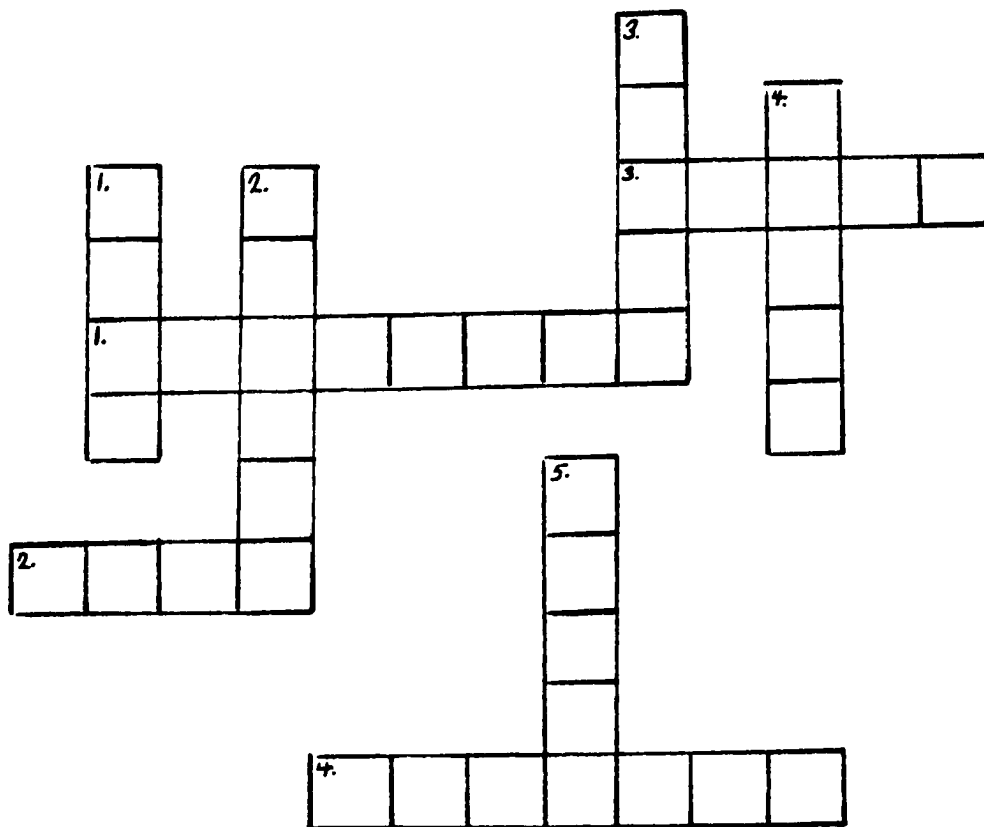
ACROSS

1. A long distance run that covers 26.2 miles.
2. A round steel ball is a _____ put.
3. Runners run around a 440 yard _____.
4. Runners jump over several of these lined up on the track.

DOWN

1. High, broad, and running all have this word in common.
2. A short fast run is called a _____.
3. In a relay race this object is passed to the next runner.
4. Runners race in _____ marked on the track.
5. Jumping and throwing events are called _____ events.

Word key: Hurdles-Sprint-Lanes-Marathon-Jump-
Shot-Track-Baton-Field



STUDENT'S

NAME _____ GRADE LEVEL 5-6
 TEACHER _____ TASK NUMBER 15

DIRECTIONS: Read the clues. Then fill in the puzzle with the correct missing words.

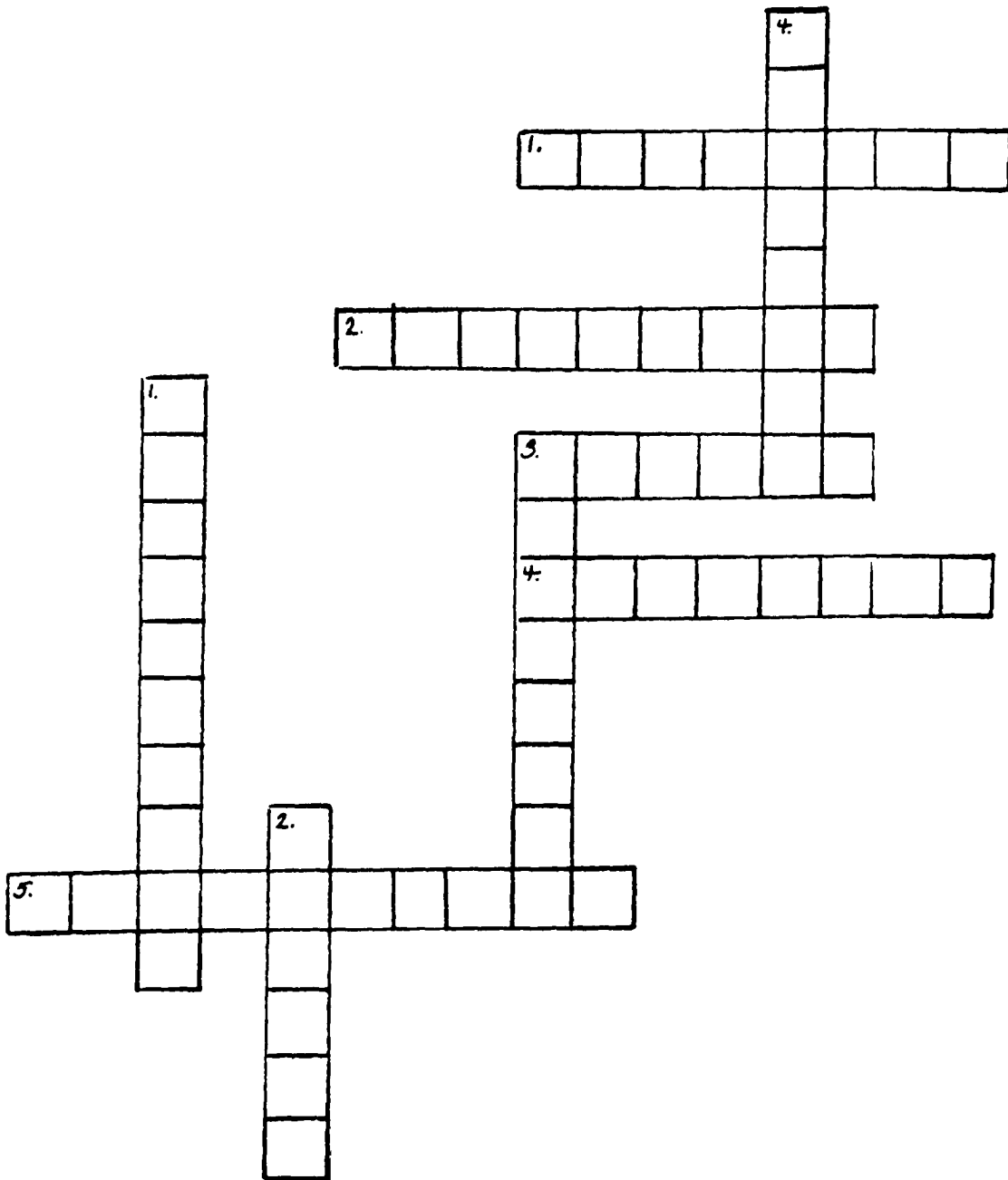
ACROSS

1. This activity will get you all wet.
2. This recreational backyard game uses a racket, shuttlecock (birdie), and a net.
3. In this sport forwards, halfbacks, and fullbacks use their feet to play.
4. A game that includes downs, tackles, penalties, and field goals.
5. This sport includes spikes, blocks, serving, rotating, and digs played over a net.

DOWN

1. This sport involves freethrows, blocking, charging, and zones.
2. The game can be played with a racket, ball, and net in singles or doubles, and scoring begins with love.
3. This sport uses a bat, ball, and glove.
4. This activity includes a rope which can be short or long and can be used individually or with a partner.

Word Key: Softball-Soccer-Volleyball-Football-Tennis-
 Badminton-Jump Rope-Basketball-Swimming



STUDENT'S

NAME _____ GRADE LEVEL 5-6TEACHER _____ TASK NUMBER 16

DIRECTIONS: Read the clues. Then fill in the puzzle with the correct missing words.

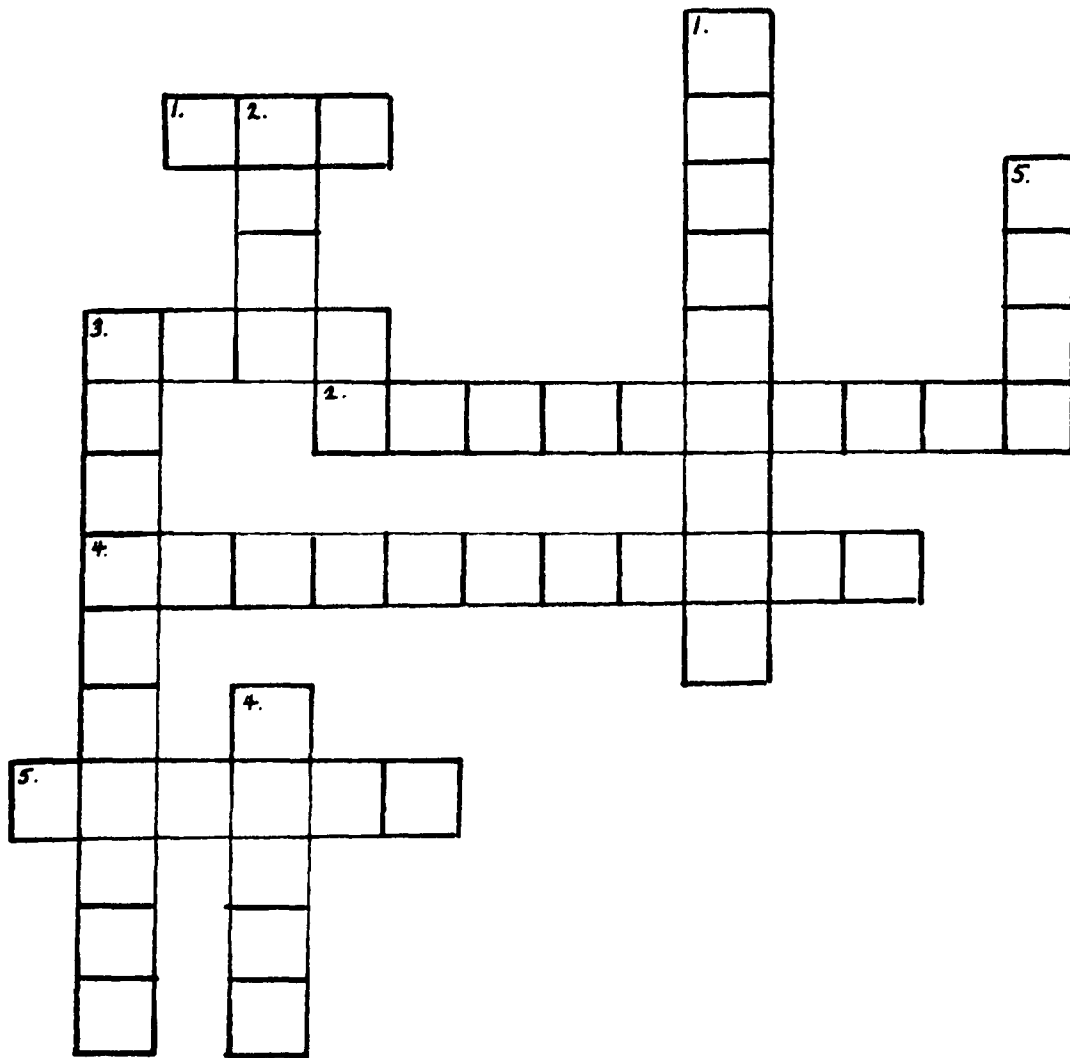
ACROSS

1. Curl _____ strengthen your stomach.
2. Another name for the stomach muscles are _____.
3. A stretching exercise should be _____ for 20-30 seconds.
4. Cardiovascular exercises _____ the heart.
5. Two arm muscles to strengthen are triceps and _____.

DOWN

1. Biking is good for the _____ muscles in the legs.
2. To strengthen your arms do _____ -ups.
3. Leg muscles in the back of your legs are the _____.
4. Jogging is good exercise for your _____.
5. You use your _____ to run.

Word key: Pull-Legs-Ups-Held-Heart-Biceps-Abdominals-
Strengthens-Hamstrings-Quadriceps



Appendixes

Appendix A
Letter to Parents

Dear Parents,

It is a pleasure and privilege to teach your child elementary physical education daily. I am aware at times it may be necessary for your child to be excused from regular physical activity. This may be due to an injury or recovery from an illness.

Please assist me in providing the best educational setting possible for your child by sending a note to school informing me of the reason for non-participation from class and the length of the request.

You may be interested to know that your child will still be involved in learning even though not participating actively in class. There will be interesting and educational assignments that will reinforce and combine classroom learning and physical education knowledge. These assignments will be completed during the regular physical education class with pencil and paper.

If you have any questions please contact me at school.

Sincerely,

Cam Kerst

Physical Education Teacher

Appendix B
Helpful Reminders

Helpful Reminders

QUIET WORK AREA

1. Put name on your paper.
2. Put classroom teacher's name on the paper.
3. Read instructions first and then begin work.
4. Please work by yourself.
5. If you finish before class is over put your completed paper in the assignment box and take a Sport Illustrated for Kids and read.

Appendix C
Student Record Sheet

Student Record Sheet

Name _____

Teacher _____ Grade Level _____

Assignment Number	Illness	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
12.		
13.		
14.		
15.		

Appendix D
Lesson Summary

Appendix E
Class Task Assignment Sheet

Class Task Assignment Sheet

Teacher _____ Grade Level _____

Make a "/" and date when the assignment is given and record the date on the "/". To indicate the assignment is completed make a second "\" to form an "X".

NAMES

ASSIGNMENTS

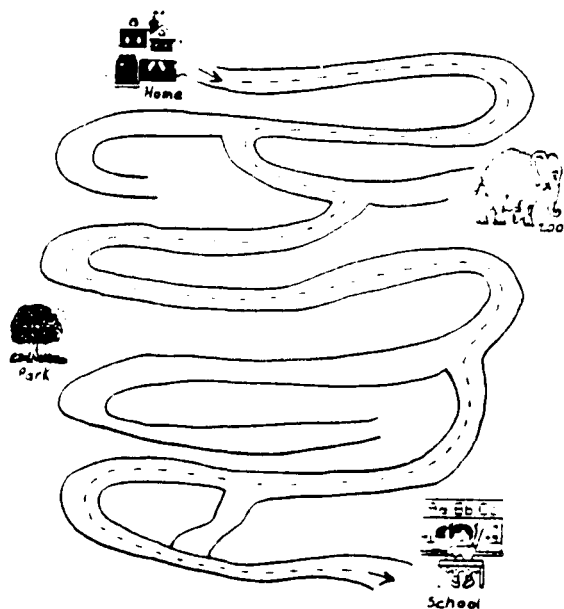
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															

APPENDIX F
Answer Sheet

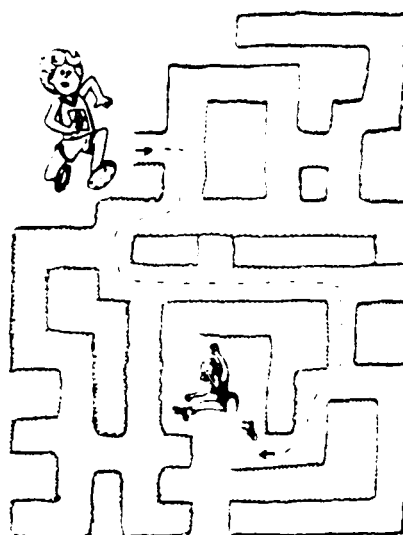
ANSWERS
KINDERGARTEN

#1-8 Self-explanatory

#9

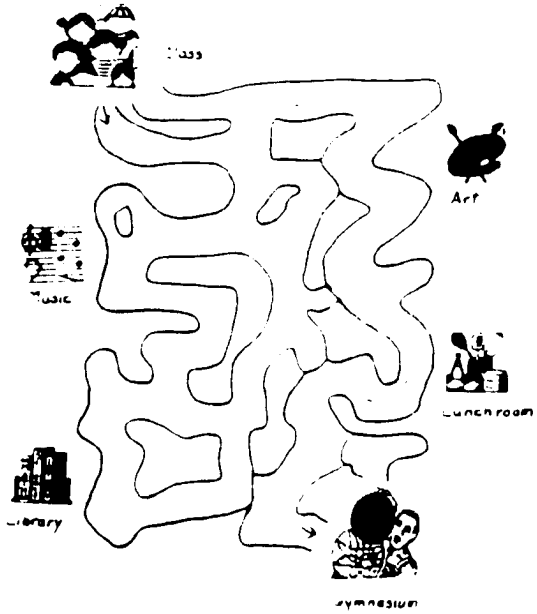


#10

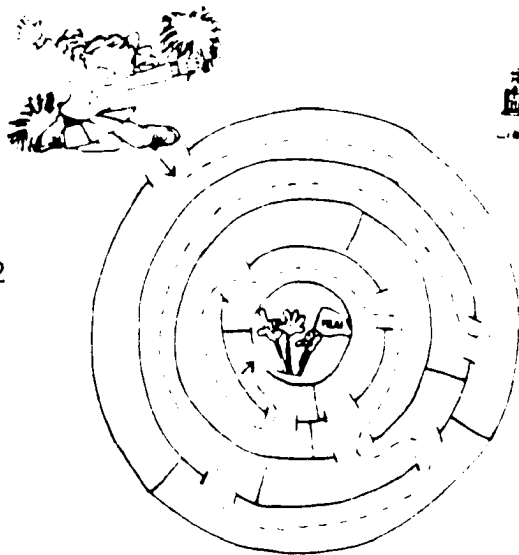


ANSWERS
KINDERGARTEN

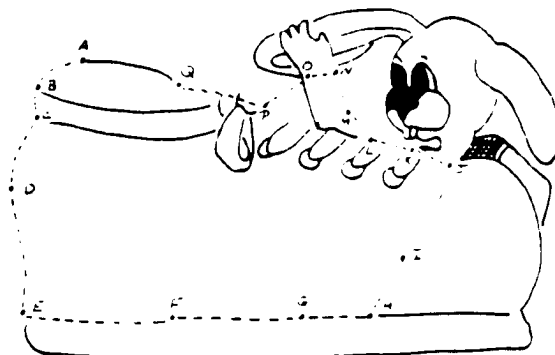
#11



#12

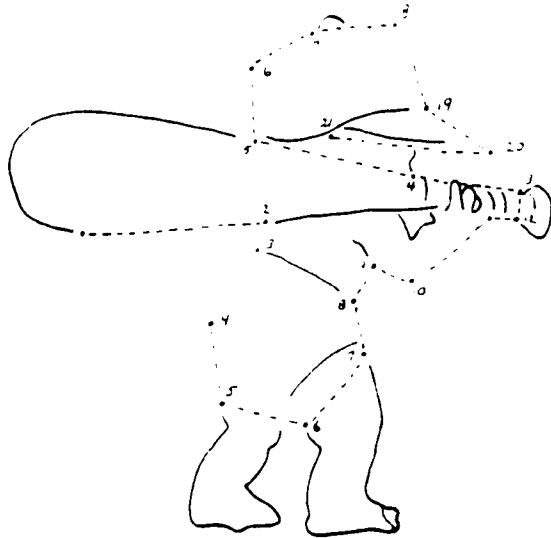


#13

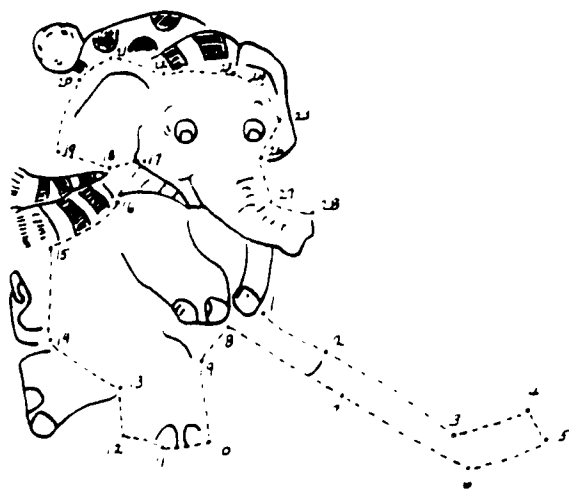


ANSWERS
KINDERGARTEN

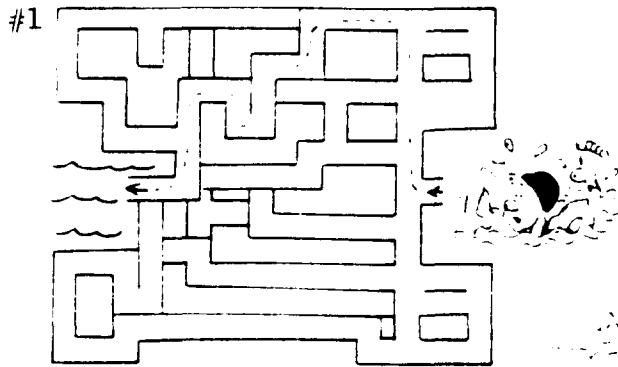
#14



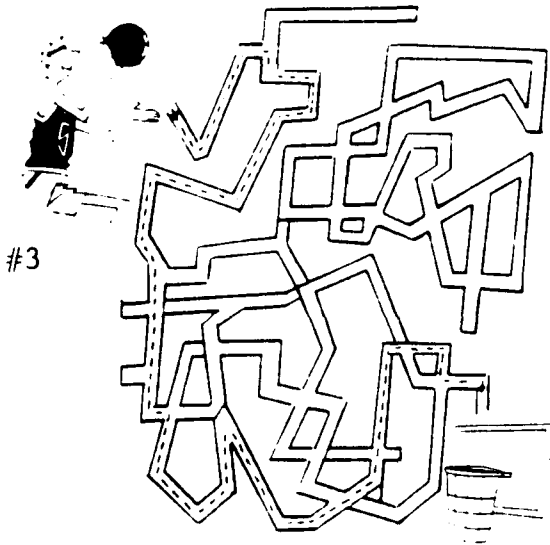
#15



ANSWERS
FIRST AND SECOND GRADES



#2

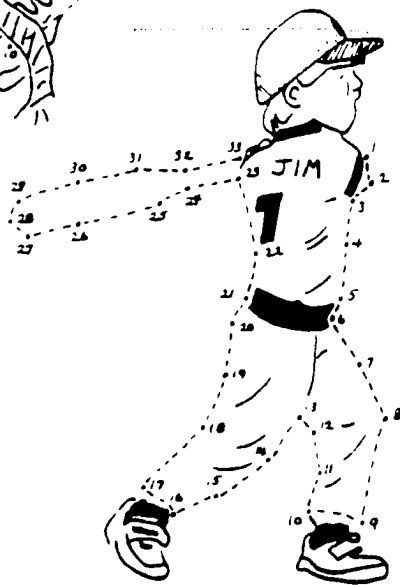


ANSWERS
FIRST AND SECOND GRADES

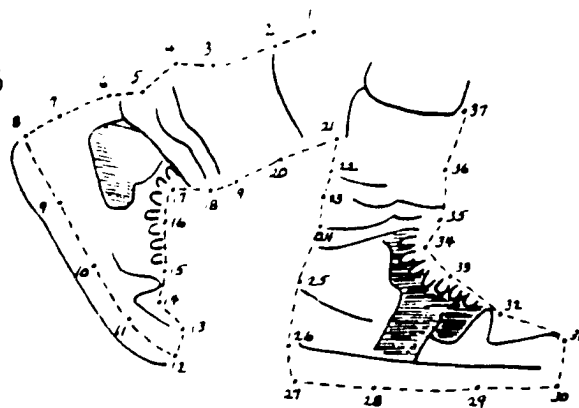
#4



#5



#6



ANSWERS
FIRST AND SECOND GRADES

#10. Top Left to Right 2 and 4
Bottom Left to Right 6 and 9

#11. Top Left to Right 2 and 1
Bottom Left to Right 3 and 4

#12. Top Left to Right 5 and 7
Bottom Left to Right 3 and 6

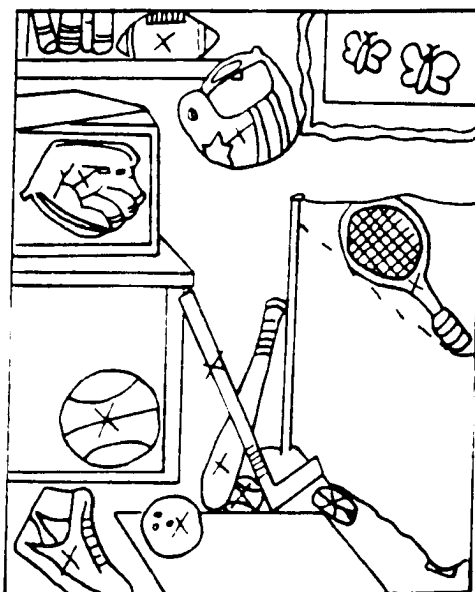
#13. Basketball-2 Baseballs-8
Soccerballs-7 Footballs-4
Total = 21

#14. HELMET BALL GLOVE

#15. FOOTBALL ICE SKATE RACKET

ANSWERS
THIRD AND FOURTH GRADES

#1



#2 Football = Helmet
Baseball = Glove
Hockey Stick = Puck
Tennis = Ball

Basketball = Goal
Bow = Arrow
Bowling Ball = Pin
Volleyball = Net

#3. A, D, P, T

#4. U, E, S, E, & F

#5. Gymnastics, Track & Field, Skiing, Volleyball,
Basketball, Swimming, Hockey, Skating, Football,
Soccer, Badminton

ANSWERS
THIRD AND FOURTH GRADES

#13. 8 = I 11 = U 1 = F 5 = E 3 = T
7 = S 2 = I 10 = F 4 = N 12 = N
6 = S 9 = S FITNESS IS FUN

#14. Walk, Run, Hop, Jump, Skip, Gallop, Leap, Slide
Throw, Catch, Kick, Dribble, Shoot, Strike

#15. Winners Keep Trying

ANSWERS

FIFTH AND SIXTH GRADES

- #1. Football = Down Softball = Strike
 Basketball = Travel Ice Hockey = Icing
 Volleyball = Carry Tennis = Foot Fault
 Soccer = Off Sides Track & Field = False Start
 Gymnastics = Deductions

- #2. 1. Smoking 2. Obesity 3. Exercise
 4. Blood Pressure 5. Weight 6. Eating
 7. Fat 8. Cholesterol 9. Emotions
 10. Inactivity

#3. T O T T U R K E Y F
 P H C O R A N G E R
 F I S H J S W A I U
 O C K B H L U P X I
 M K I R I C E P E T
 V E G E T A B L E S
 Q N Z A K R P E A S
 L O V D V R A W N S
 P O T A T O U Z S E
 H R W A T E R C J
 G N M L K S I B D T

#4. T U R N M E J I H W M
 S O F T B A L L O A Z
 O B Y S E S K I E V O
 C I F U J K D C J C O
 V O L L E Y B A I L
 E J O C K T H E G L D
 R U T H I B S E T E R
 R M B C A T C H M I
 N P A C K L R R R E B
 R O L L O U T A C D B
 C K L E A R K W Y L
 H O C K E Y E L F Q E

- #5. S B T F
 Skip Bat Track Field
 Soccer Ball Toss Football
 Skating Basketball Team
 Striking Target
 Swimming

- #6. Balance, bend, chase, curl, dodge, flee, gallop, hop,
 land, leap, pull, push, roll, run, skip, slide,
 stretch, turn, twist, walk

- #7. 1. e,n,i 2. b,d,m,t,o,n 3. i,n,p,o,g
 4. a,n,b,l 5. a,d,l,e,a,l,l 6. o,p,s,c,t,h
 7. t,t,h,r,a,l 8. a,c,k 9. o,l
 10. h,r,s,s,h
- #8. 1. j,m,r,o 2. u,m,l,i,g 3. o,p,l,i,i,n
 4. o,r,e,h,o,s 5. w,i,m,i,g 6. r,i,e,e
 7. h,c,e 8. g,m,a,s,i 9. r,a,k
 10. i,k,n,g
- #9. 1. b,s,b,l,l 2. v,l,l,y,b,l,l 3. b,s,k,t,b,l,l
 4. h,c,k,y 5. s,w,m,m,n,g 6. s,c,c,r
 7. b,w,l,n,g 8. j,m,p,r,p 9. t,m,b,l,n,g
 10. t,r,c,k
- #10. Fitness For Life
 A Healthy Mind and Healthy Body
- #11. Heart Healthy Foods
 Aerobic Exercise Is Good For The Heart
- #12. Let's play ball.
 You are out.
 Strike three.
 The game is tied.
 On your mark, get set, go.
 Take me out to the ball game.

#13. Jim threw the ball.

Dan is a quarterback.

The batter missed the ball.

Step on the opposite foot when you throw.

First baseman threw to the shortstop.

Two touchdowns would win the game.

In soccer you dribble with the foot.

#14. Across

1. Marathon
2. Shot
3. Track
4. Hurdles

Down

1. Jump
2. Sprint
3. Baton
4. Lanes
5. Field

#15. Across

1. Swimming
2. Badminton
3. Soccer
4. Football
5. Volleyball

Down

1. Basketball
2. Tennis
3. Softball
4. Jump Rope

#16. Across

1. Ups
2. Abdominals
3. Held
4. Strengthens
5. Biceps

Down

1. Quadricep
2. Pull
3. Hamstrings
4. Heart
5. Legs

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