

PLT4M  
K-5

# PLT4M K-5 LESSON PLANS

SAMPLE PACK





## About PLT4M

Founded in 2013, PLT4M has emerged as the country's leading Health and PE curriculum resource. Pairing quality instruction with an *easy-to-use* software, we aim to empower teachers with engaging lesson plans that inspire students' love of activity.

We are thrilled to partner with Mike Graham and PE 4 Every Kid to launch our K-5 Curriculum. Mike's expertise and classroom experience will help us carry our mission to even more teachers and students.

**ALEX RELPH** ([Follow on X](#))  
PLT4M Co-Founder



## Meet Our K-5 Instructional Lead

Mike is a passionate elementary physical educator who has been teaching since 1996. He won "Elementary P.E. Teacher of the Year" honors from SHAPE America in 2021 as well as from his home state of Illinois through IAHPERD in 2019.

Recognizing a need for quality K-5 PE curriculum, Mike created PE 4 Every Kid in 2017, providing classroom-tested lesson plans for elementary teachers. Mike now joins the PLT4M team, pairing his elementary curriculum and expansive knowledge with our proven secondary instructional resources.

**MIKE GRAHAM** ([Follow on X](#))  
PE 4 Every Kid Founder

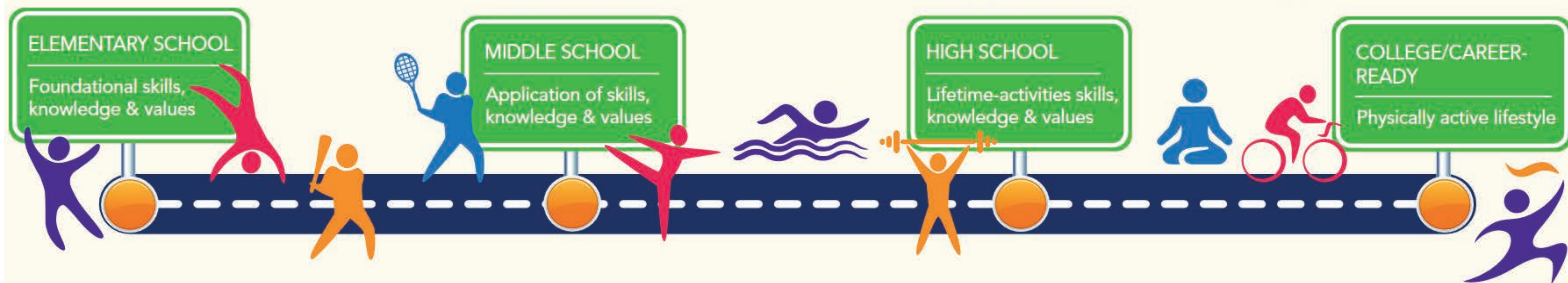




# THE BEST PE CONTENT LIVES HERE

The only comprehensive, tech-enabled,  
K-12 Curriculum for Health and PE

Our K-12 Scope and Sequence helps districts create quality physical education by providing standards-based, sequential instruction from a students' earliest days through to graduation. By vertically aligning curriculum, we help districts ensure that students develop foundational skills across a broad range of activities, then work to refine, apply, and expand them over the course of their PE experience.





# PHYS ED SCOPE & SEQUENCE

Let's take a closer look!

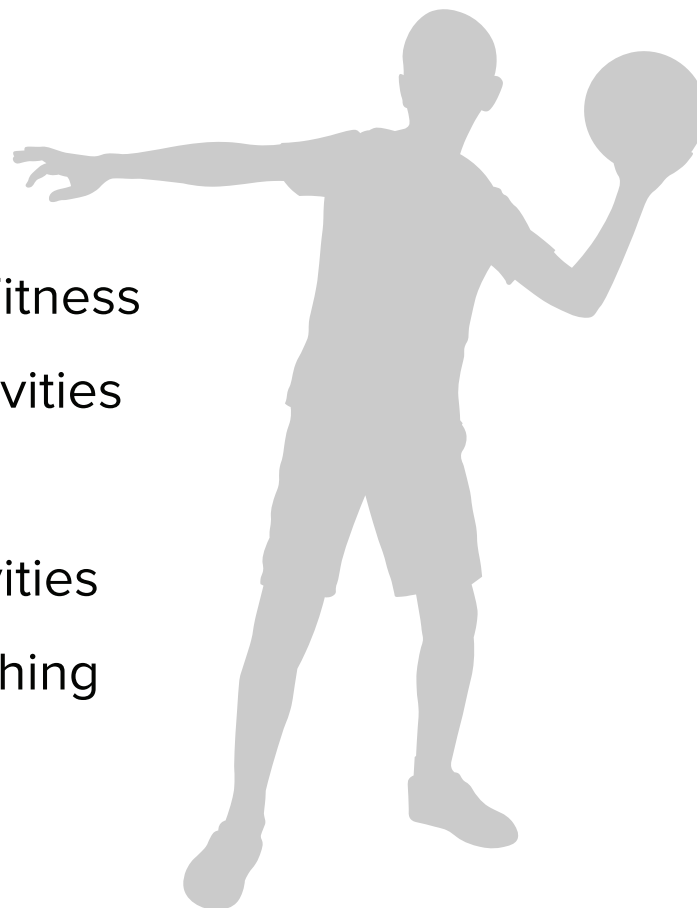
*Middle and High School classification of units are just suggested. These can be moved around as needed, or done exclusively at one level.*

## Elementary School

Develop fundamental motor skills while fostering social skills and cognitive understanding of key concepts

### Courses

- Tag Games
- Invasion Games
- Movement and Fitness
- Cooperative Activities
- Instant Activities
- Jump Rope Activities
- Throwing & Catching
- Batting
- Soccer
- Bowling
- Basketball
- Floor Hockey
- Swim Education



## Middle School

Refine and apply skills, introduce more complex concepts, and foster independence in managing physical fitness and wellness

### Courses

- Intro to Fitness Part 1
- Intro to Fitness Part 2
- Intro to Weight Training 1\*
- Intro to Weight Training 2\*
- Intro to Yoga 1
- Intro to Yoga 2
- Intro to Pilates
- Intro to Stretching
- Gymnastics
- Intro to Dance
- Basketball
- Soccer
- Kan-Jam



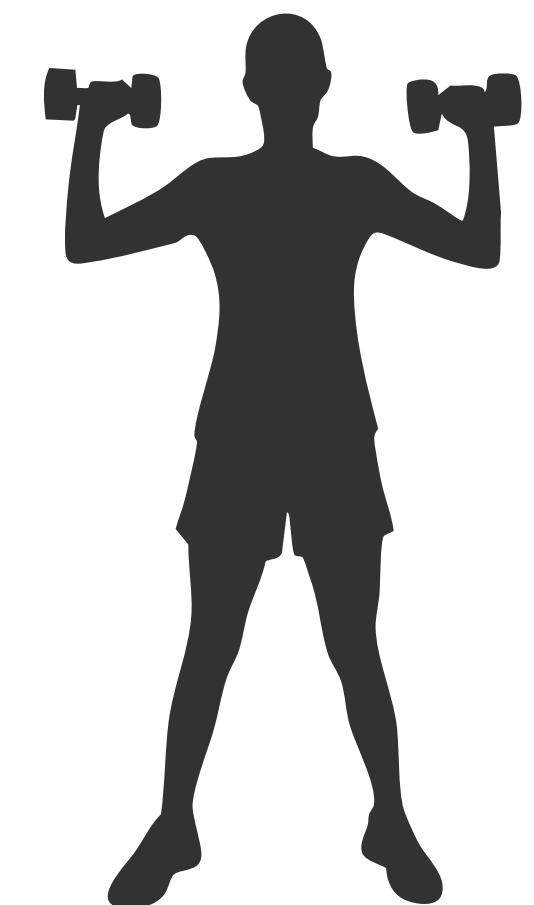
\*Can be done in High School if no weight room access

## High School

Emphasize lifelong fitness, advanced skill development, and personal responsibility for health and wellness

### Courses

- Yoga Flows
- Intro to Mobility
- Stretching Routines
- Tread
- Spin
- Bodyweight Bootcamp
- Fitness Anywhere
- Ready Fit
- Personal Fitness
- Personal Weight Training
- Strength & Conditioning
- Badminton
- Pickleball



- Tennis
- Volleyball
- Swim



# LET'S DIVE INTO OUR K-5 LESSON SAMPLES!

The following pages feature one lesson from four select units. Each lesson includes a one page lesson overview, equipment checklist, game setup, teaching cues, standards alignment, step-by-step instructions, and best practices



*Jump Rope Activities*



*Basketball*



*Throwing & Catching*



*Bowling*



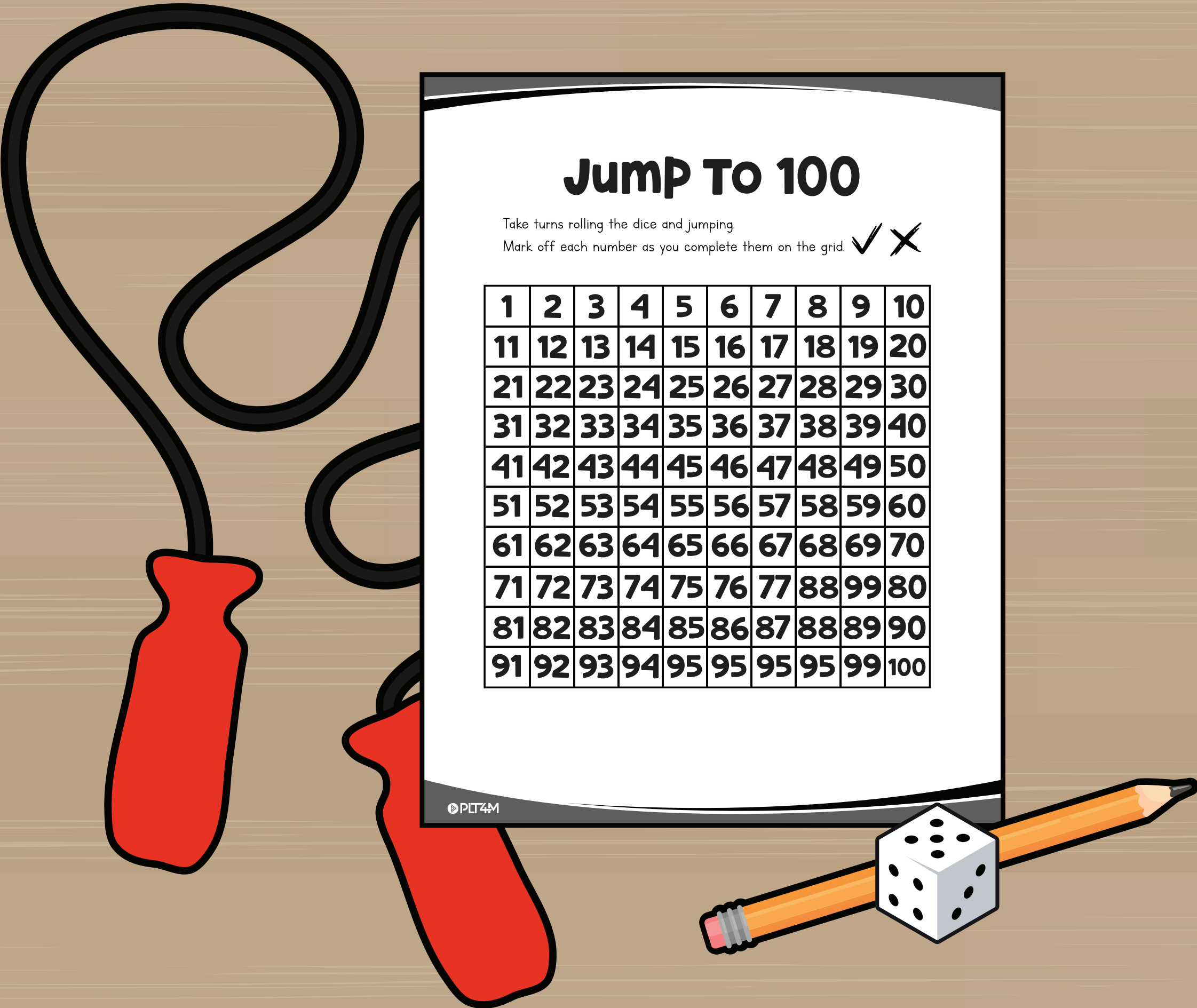
**UNIT:** Jump Rope Activities

**LESSON:**

**Jump To 100**

An individual, turn based jump rope activity designed to help students practice up to 6 consecutive jumps.

One Page Lesson Overview

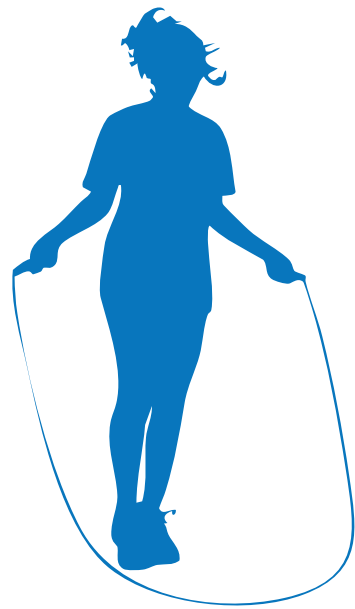




# Shape Standard: Jumping Rope

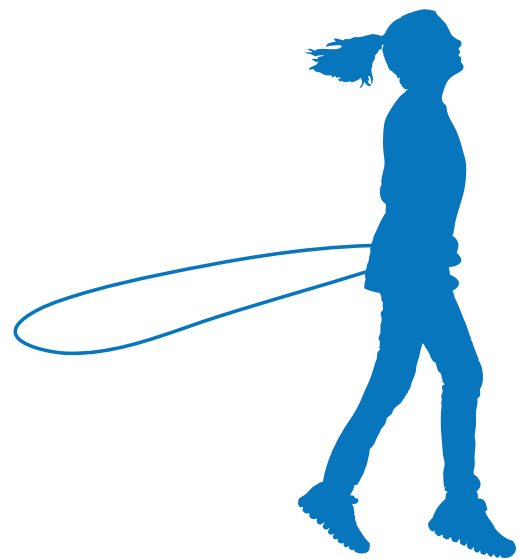
PreK-2 Standard I.2.16: Demonstrates jumping rope in a non-dynamic environment.

3-5 Standard I.5.6: Demonstrates jumping rope in a variety of practice tasks.



## 1. Set Up:

- Grip - hold the handles so the rope comes out the top of your fist.
- Elbows in tight to body; hands pointing out to the walls on either side of you.
- Step through the rope so it is behind you touching near your ankles.



## 2. Turn:

- Make a big, slow arm circle to create a "rainbow" with the rope as it goes over your head.
- Step over the rope with both feet and repeat the "rainbow turn" and step over pattern.



## 3. Jump:

- Important! Turn first, then jump.
- Remember to stand tall, jump small.
- When you can see the rope come over your head...JUMP!
- Keep your feet together and land on the balls of your feet.

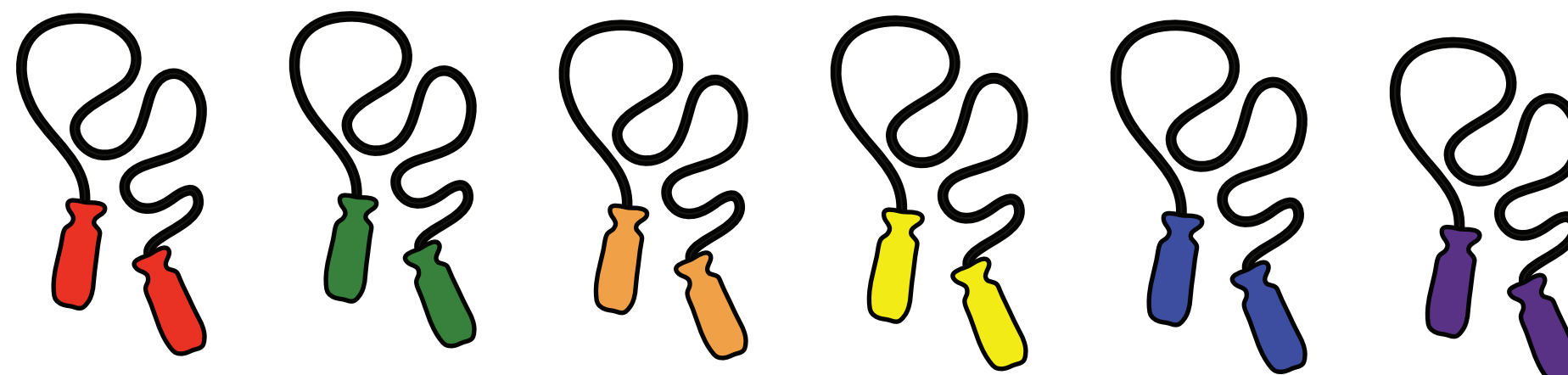
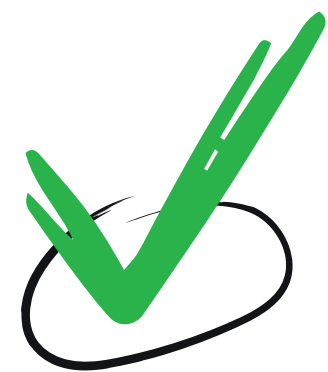
**Throughout the turn and jump sequence focus on body mechanics:**



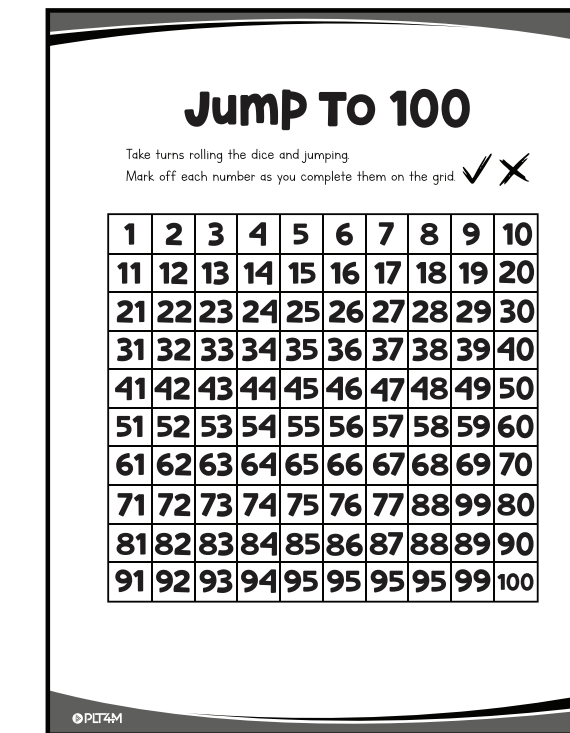
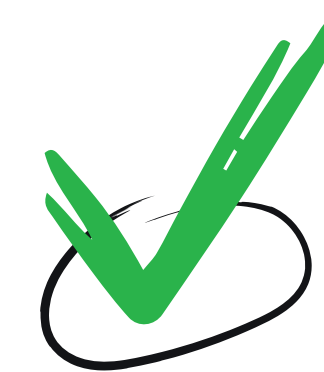
- **Stand Tall, Jump Small**
- **Elbows in tight to body**
- **Land on balls of your feet**



# Equipment Checklist



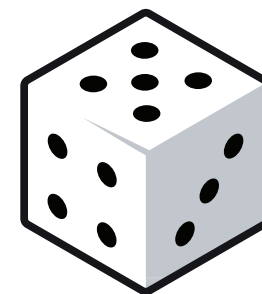
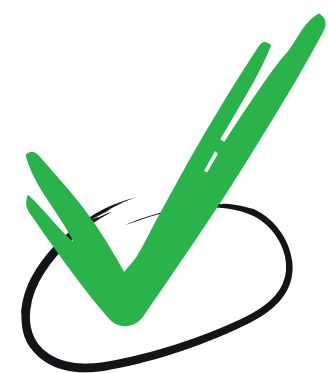
1 (one) Jump Rope Per Student



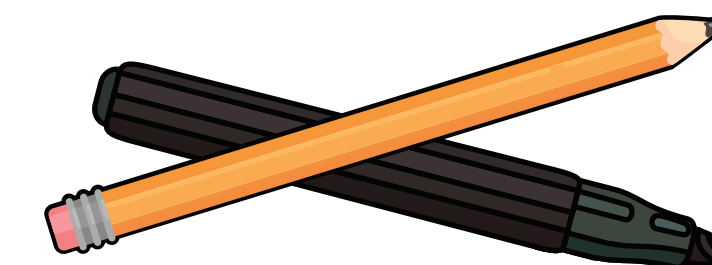
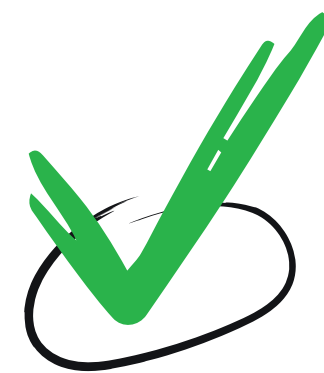
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1 (one) Number Grid Per Group

(Recommendation: Laminate sheets or use dry erase pockets)



1 (one) Dice Per Group



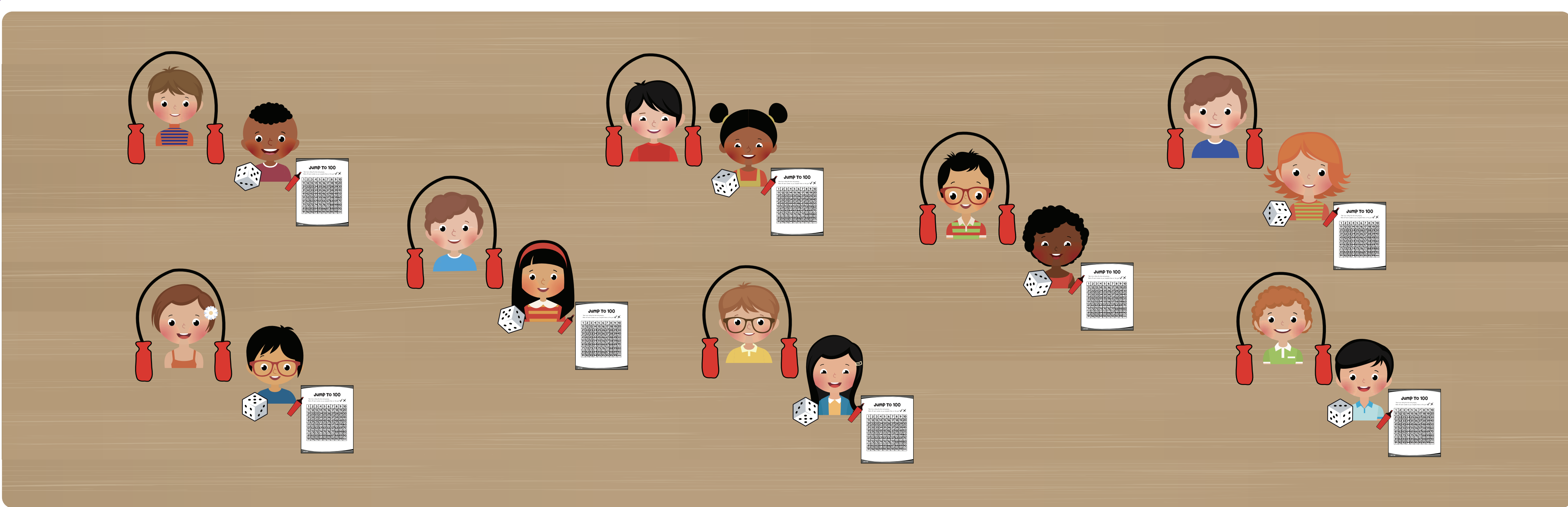
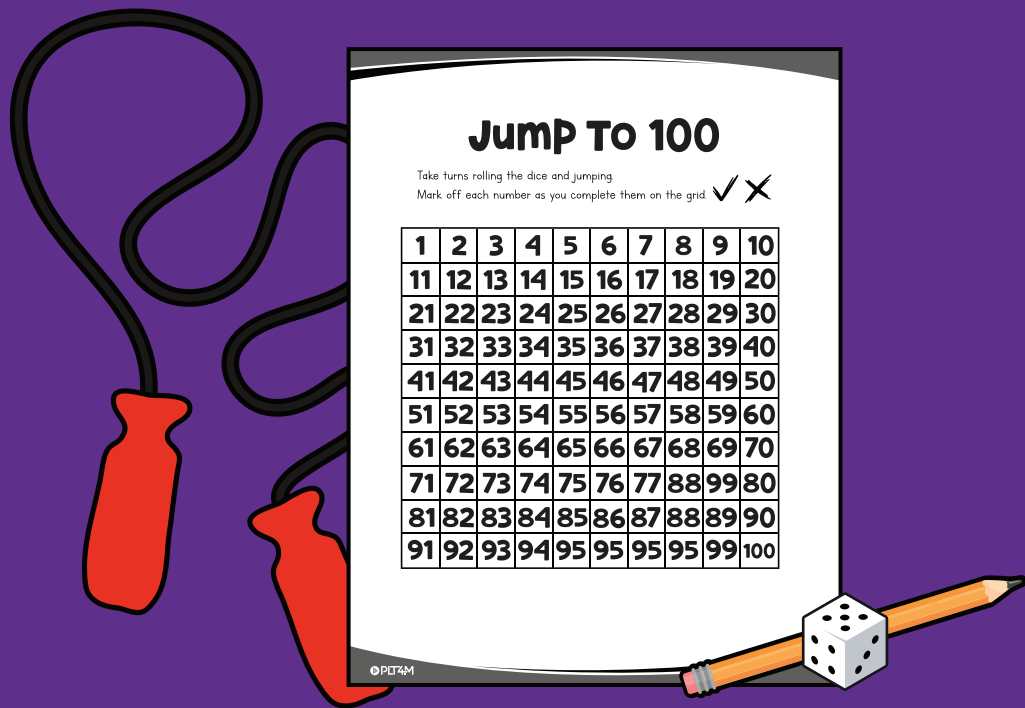
1 (one) Writing Utensil Per Group

(Pencil if printed or dry erase for laminated sheets)



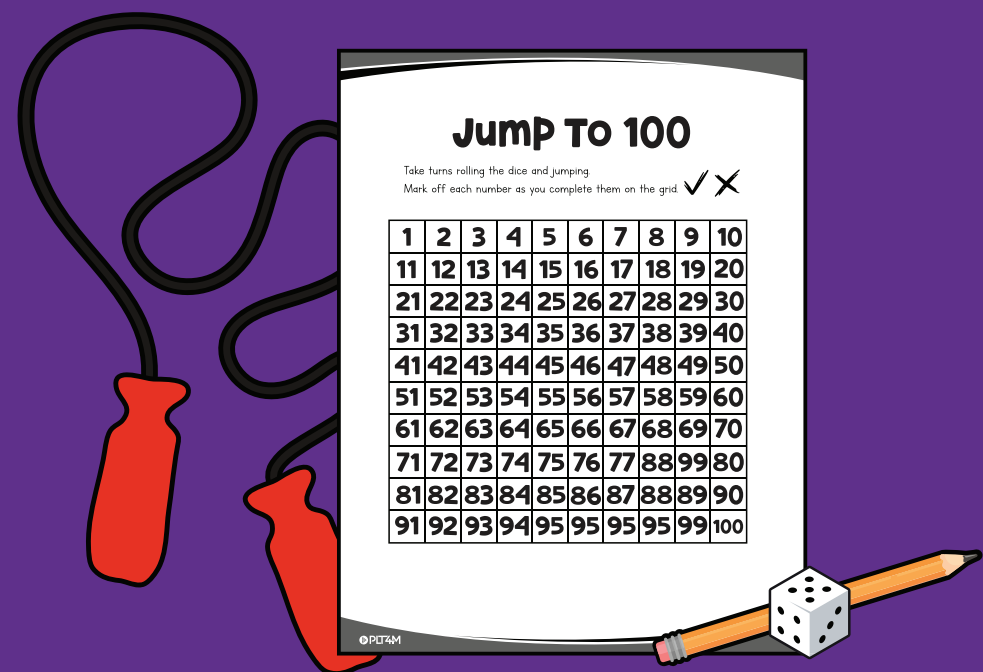
# Game Set Up

Students partner up and spread throughout the gym with jump ropes, 1-100 sheet, dice, and writing utensil.



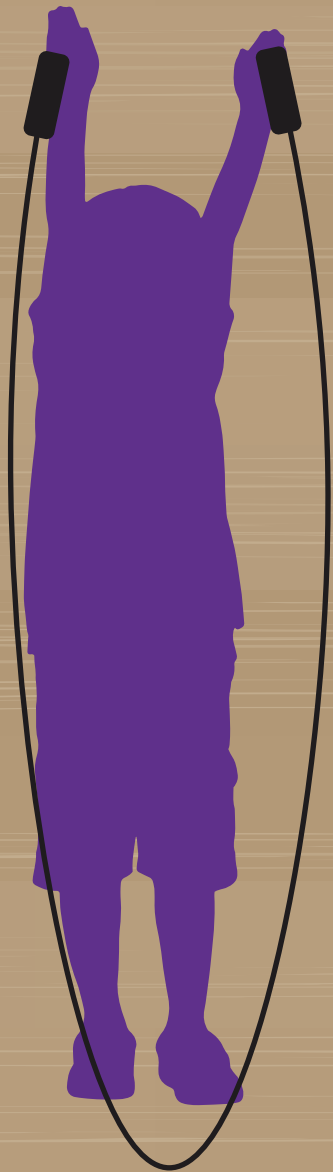
# Game Set UP

Picking Your Jump Rope Size: Find a jump rope that is near your armpits/shoulders when you stand on the bottom and hold up the handles.

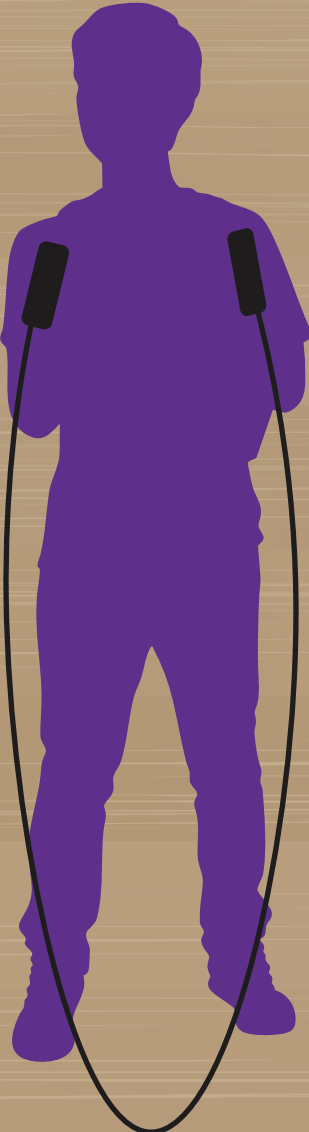


Which rope is  
the right size?

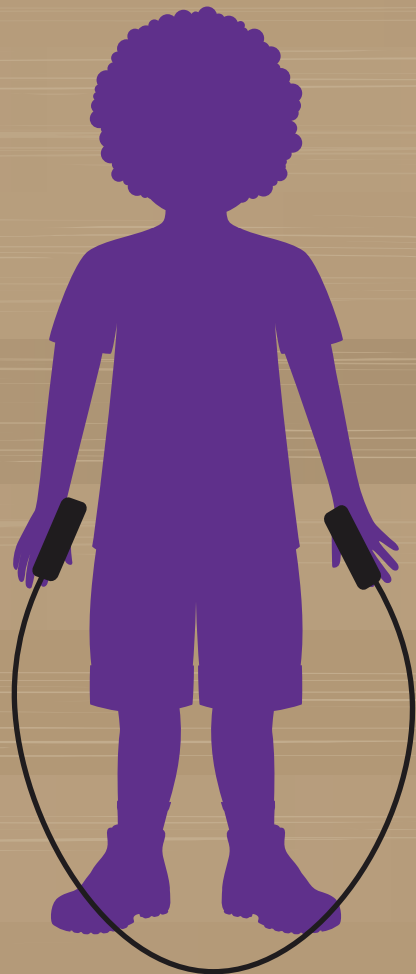
Too big



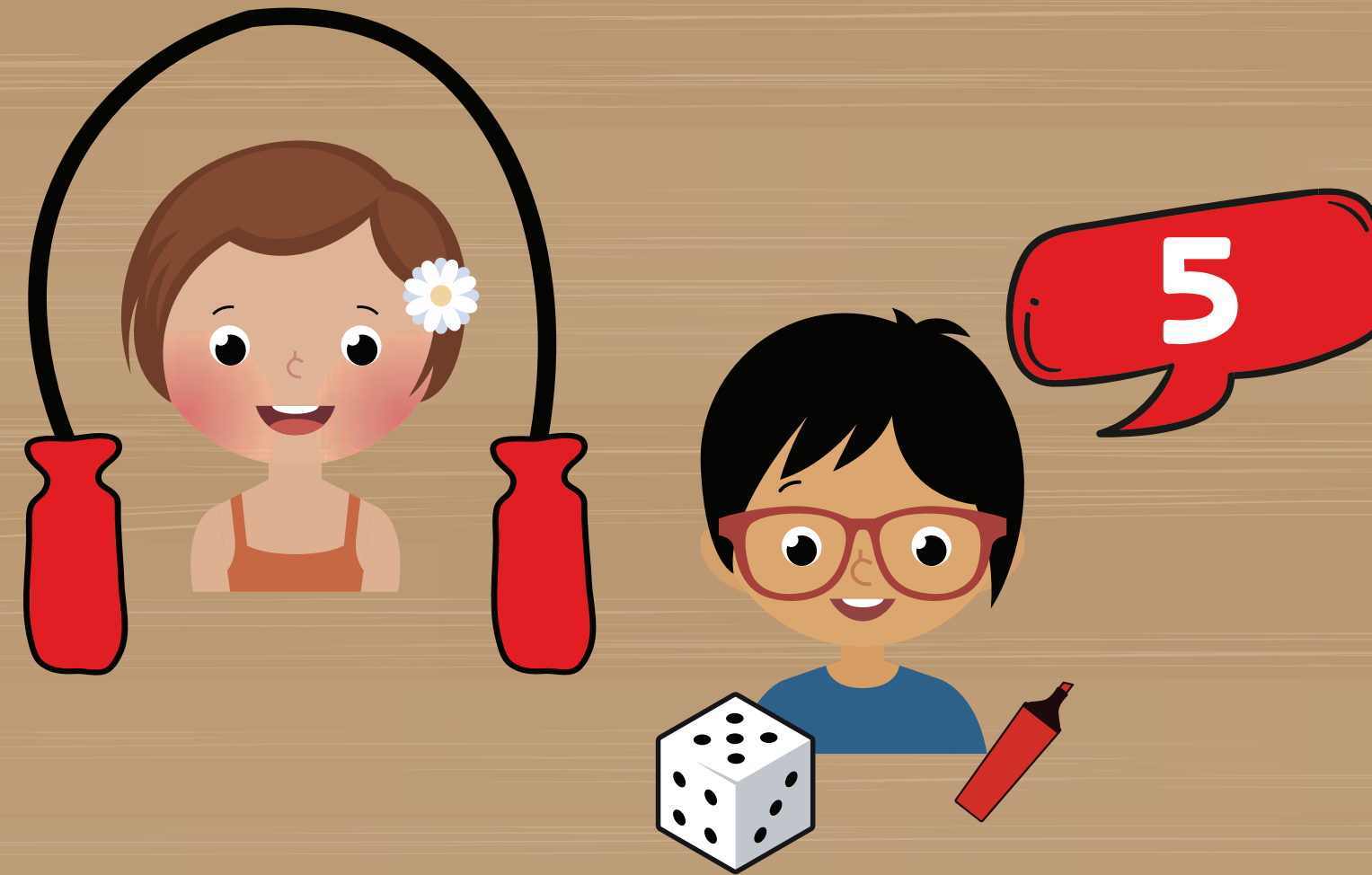
Just right



Too small







**Jump To 100**

Take turns rolling the dice and jumping.  
Mark off each number as you complete them on the grid. ✓ ✗

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	95	95	95	99	100

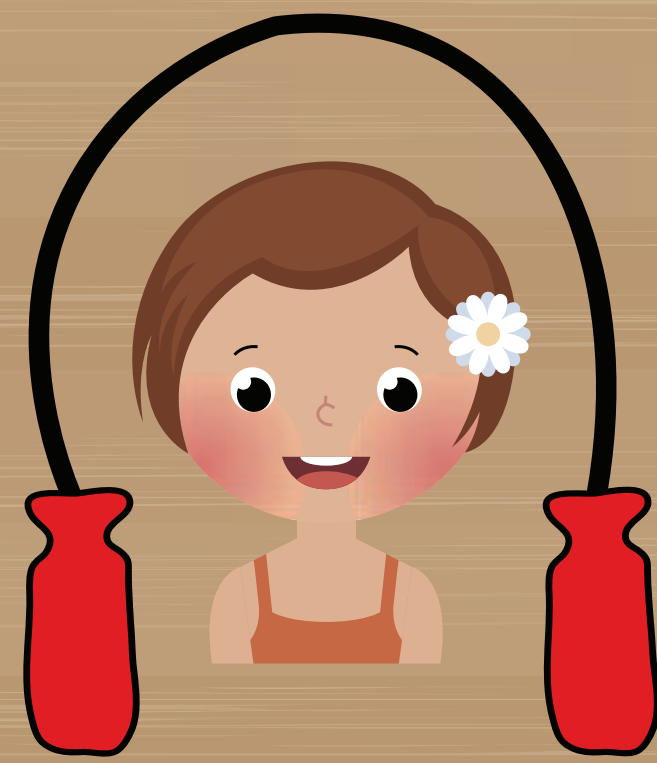
© PLT4M

## Directions



### STEP 1.

On the start signal, partners take turns rolling the dice and jumping. Partner 1 rolls the dice and shouts out the number partner 2 must jump rope.



**Jump To 100**

Take turns rolling the dice and jumping.  
Mark off each number as you complete them on the grid. ✓ ✗

<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	95	95	95	99	100

©PT4M

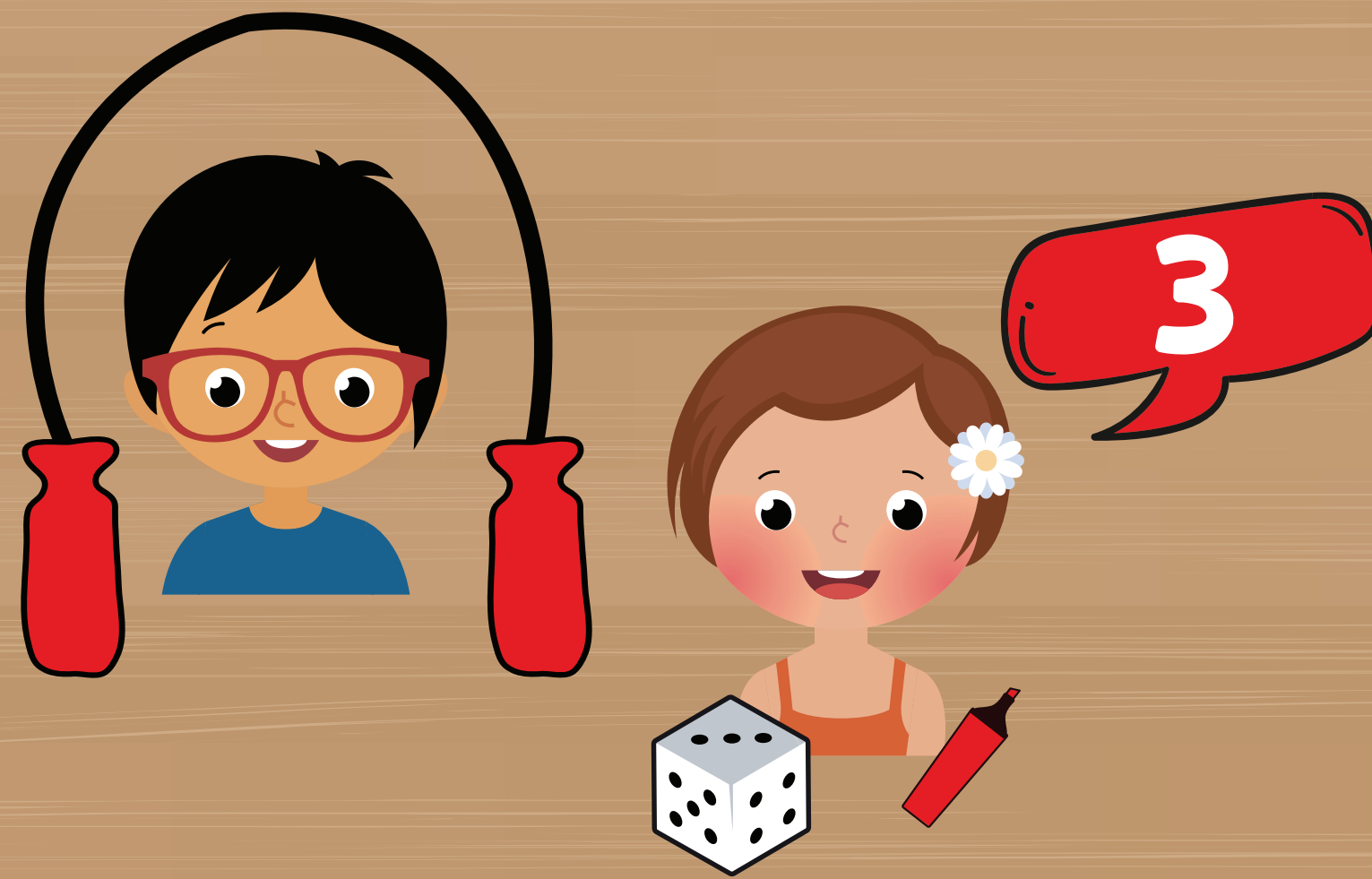
## Directions



### STEP 2.

As partner 2 jumps, partner 1 marks off how many jumps they are doing on their sheet.





**Jump To 100**

Take turns rolling the dice and jumping.  
Mark off each number as you complete them on the grid. ✓ ✗

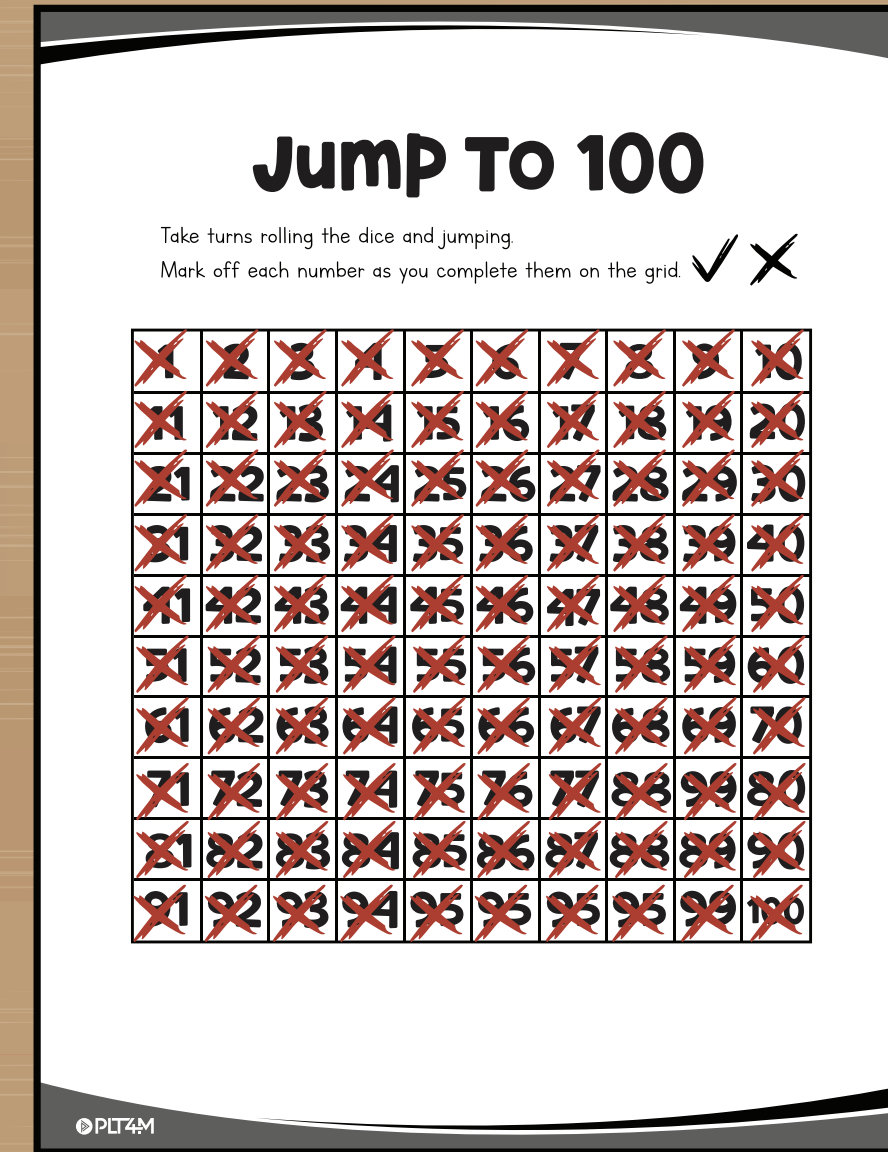
✗	✗	✗	✗	✗	✗	✗	✗	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	95	95	95	99	100

## Directions



### STEP 3.

Switch roles and repeat the steps alternating the person jumping and marking the sheet.



## Directions



### STEP 4.

When finished, students can practice different jumps and tricks until the rest of class is done or time is up.



# Best Practices



This activity is best suited for grades K-2.

A fun variation of this game is to play 1-50=forward jumps and 51-100 = backward jumps.

Play multiple rounds and encourage students to find different partners for each round.

If you have an odd number of students, a group of 3 can take turns jumping, marking the sheet, and resting.

If you don't have pencils or dry erase markers available, you can use a coins (pennies) or small poker chips like a game piece to move across the number grid.

If you have questions on best practices, set up, or any PLT4M lessons or resources, reach out to us! Email: [SUPPORT@PLT4M.COM](mailto:SUPPORT@PLT4M.COM)



# We Help Schools Develop Impactful Health & PE Experiences

Inspire students love of activity and exercise from an early age with hundreds of lessons plans across a broad range of units.

Show students the fruits of their labor with easy assessment tracking software and reporting.

**SCHEDULE A DEMO**





## **UNIT:** Throwing & Catching

### **LESSON:**

# Catch It, Keep It

A partner activity designed to practice throwing and catching from a variety of different distances.

**One Page Lesson Overview**



# Shape Standard: Throwing



PreK-2 Standard 1.2.9: Demonstrates throwing in a variety of non-dynamic practice tasks.

3-5 Standard 1.5.10: Demonstrates throwing in a variety of non-dynamic practice tasks.



## 1. Body:

- **Underhand** – Stand facing your target.
- **Overhand** – Stand sideways to target, non-throwing arm pointing in direction of the throw.



## 2. Arm:

- **Underhand** – Swing arm back.
- **Overhand** – Throwing arm back with ball in hand above shoulder height



## 3. Foot:

- **Underhand** – Step with the opposite foot toward the target.
- **Overhand** – Step with the opposite foot toward the target.



## 4. Throw:

- **Underhand** – Swing arm forward releasing ball between the knee and waist.
- **Overhand** – Rotate hips and upper body (torso) as you throw.



## 5. Follow Through:

- **Underhand** – Follow through to target.
- **Overhand** – Throwing arm follows through across the body.



# Shape Standard: Catching



PreK-2 Standard I.2.8: Demonstrates catching in a variety of non-dynamic practice tasks.

3-4 Standard I.5.12: Demonstrates catching in a variety of practice tasks.



## 1. Arms:

Extend arms away from body.



## 2. Eyes:

Look the ball into your hands.



## 3. Hands:

Use “soft” hands to catch the ball.

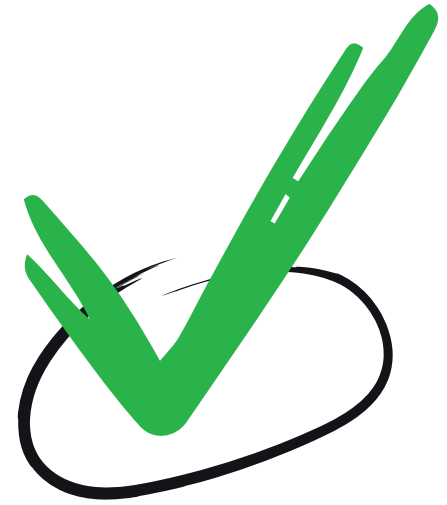
- Ball above waist = thumbs together.
- Ball below waist = pinkies together.



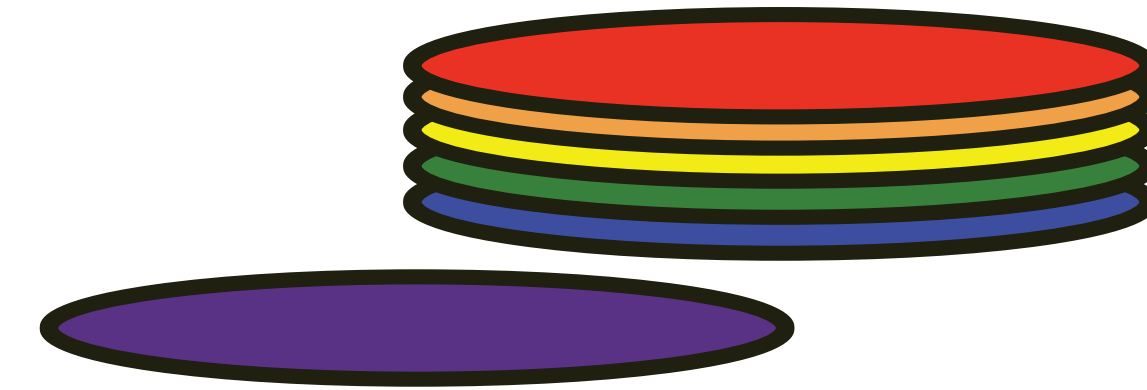
## 4. Pull:

Pull the ball toward your body to secure the catch.

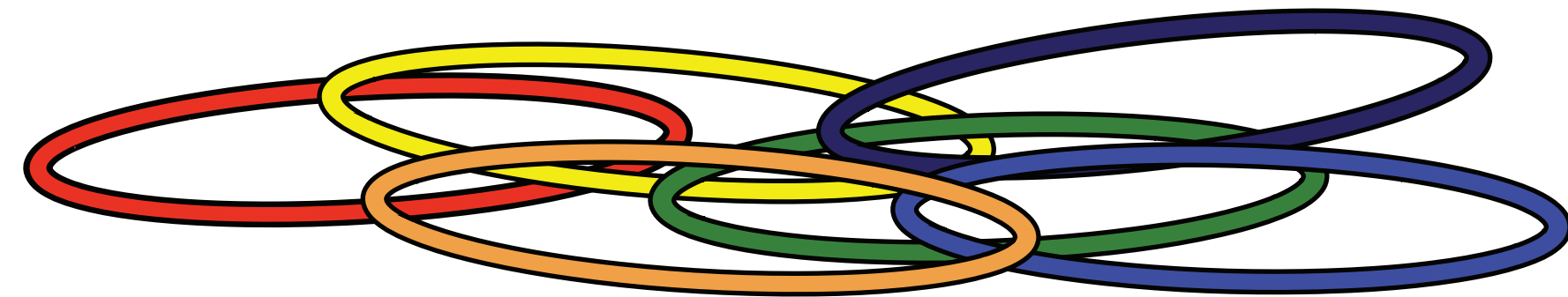
# Equipment Checklist



All the poly spots you have



1 hula hoop per 2 students



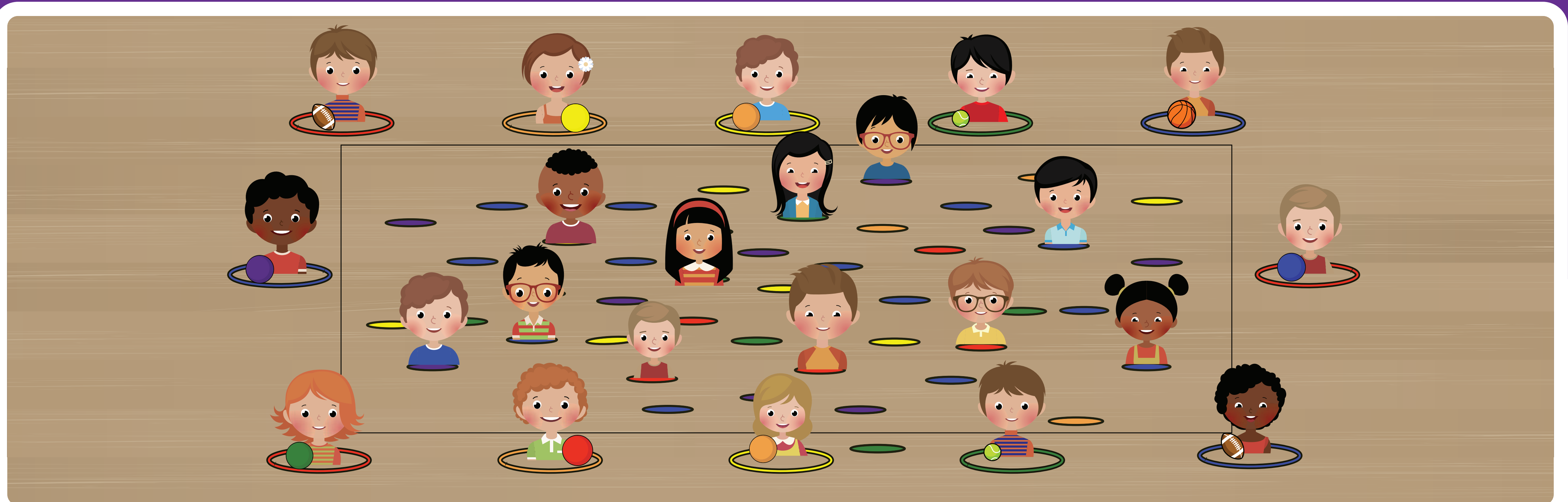
1 ball (any type) per 2 students

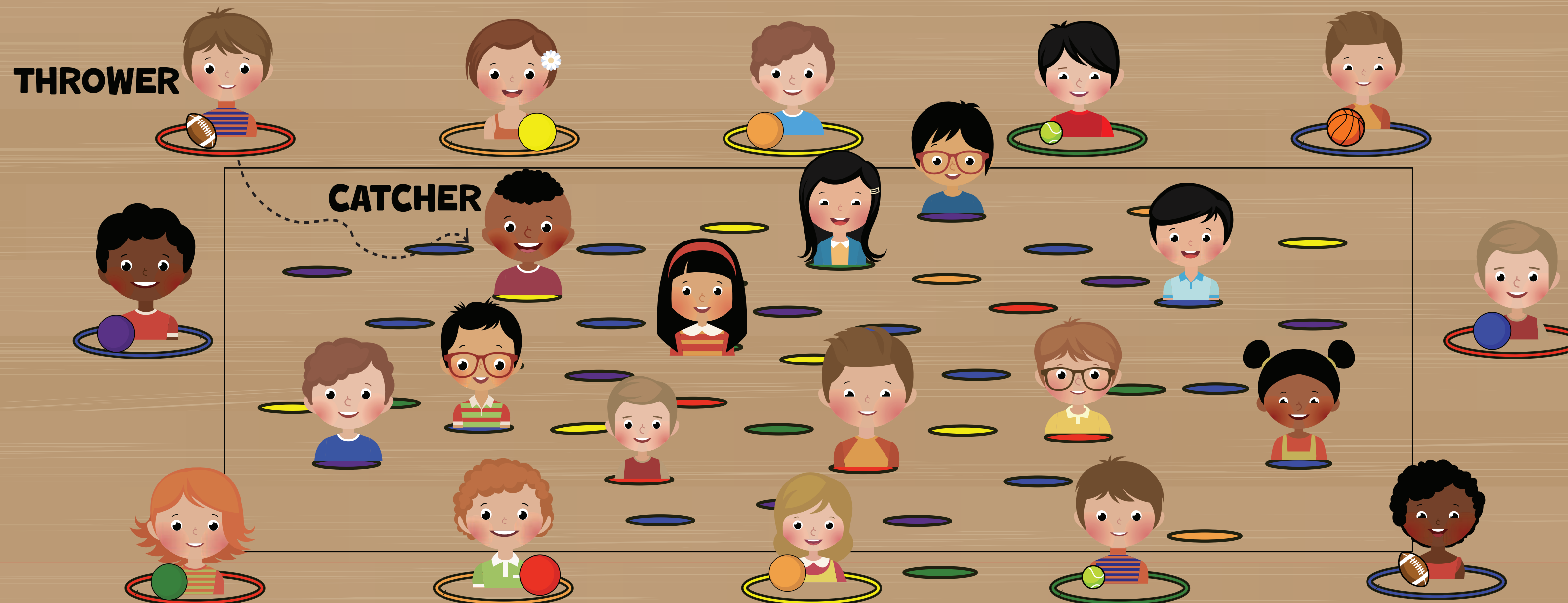




# Game Set Up

Scatter all the poly spots you have around the inside of the playing area. Spread out all the hoops around the playing area. Place 1 ball in each hoop or let students choose the ball they want to use. Students get a partner and go to a hoop for directions.





## Directions

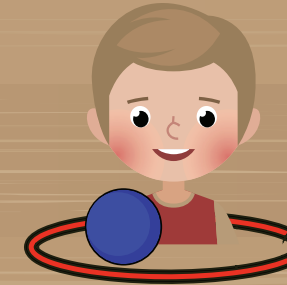
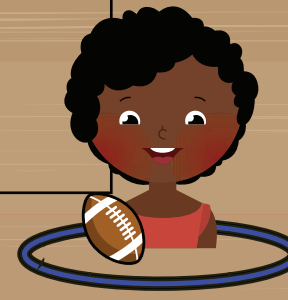
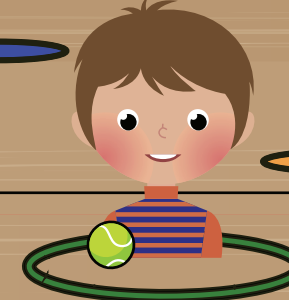
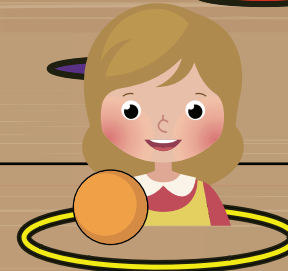
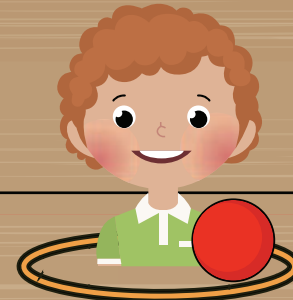
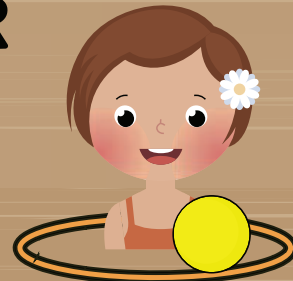


### STEP 1.

Students will take turns being the thrower and catcher. On the signal, the catcher will run out to any spot and stand on it. The thrower must throw the ball from their hula hoop (home base) to the catcher.

**CATCHER**  
+1 POLY SPOT

**THROWER**



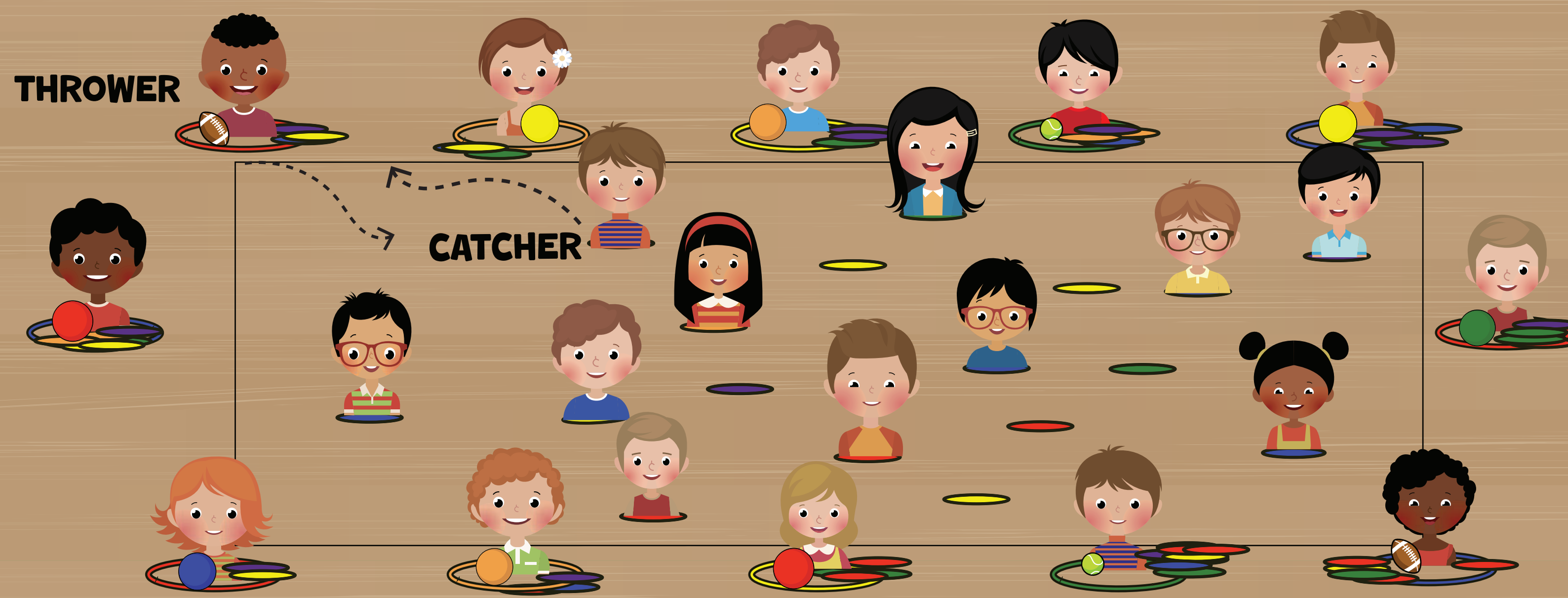
## STEP 2.

If the catcher catches the ball, they pick up the poly spot, bring it back and add it to their hoop, and become the thrower.

## Directions





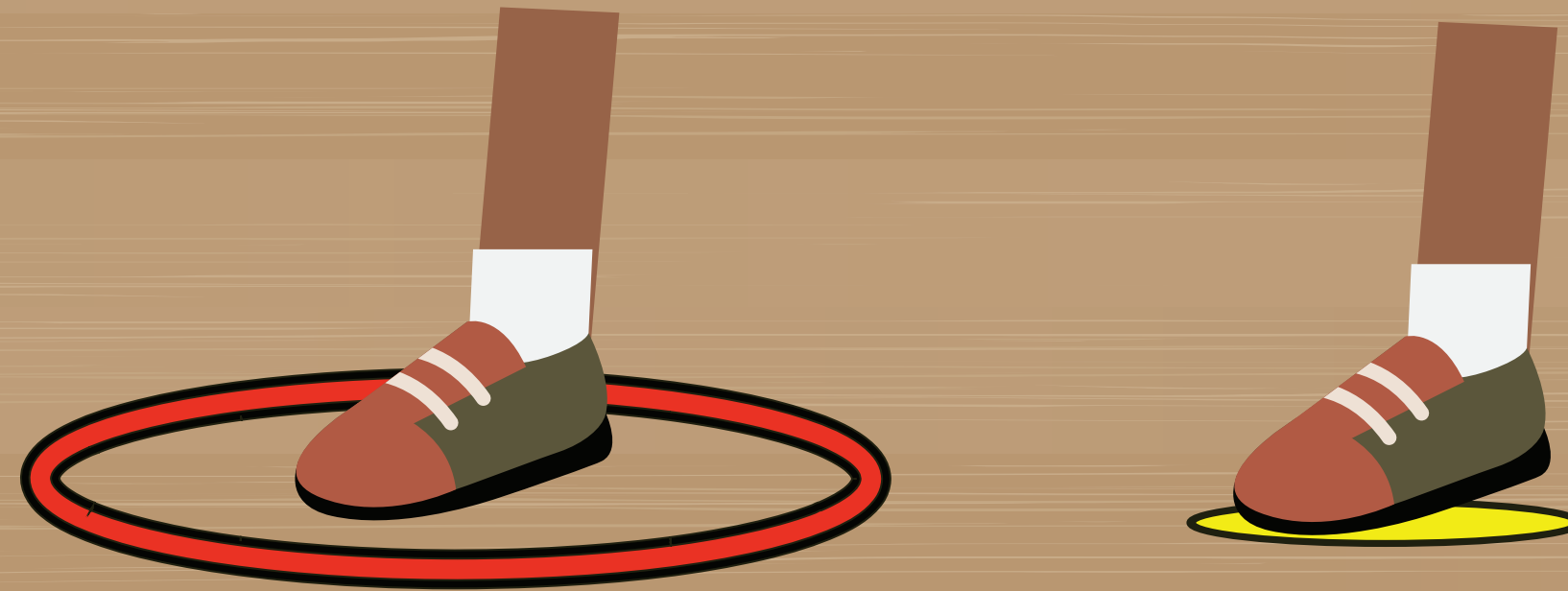


## Directions



### STEP 4.

Rotate throwing and catching positions until all poly spots are gone or the time is up.



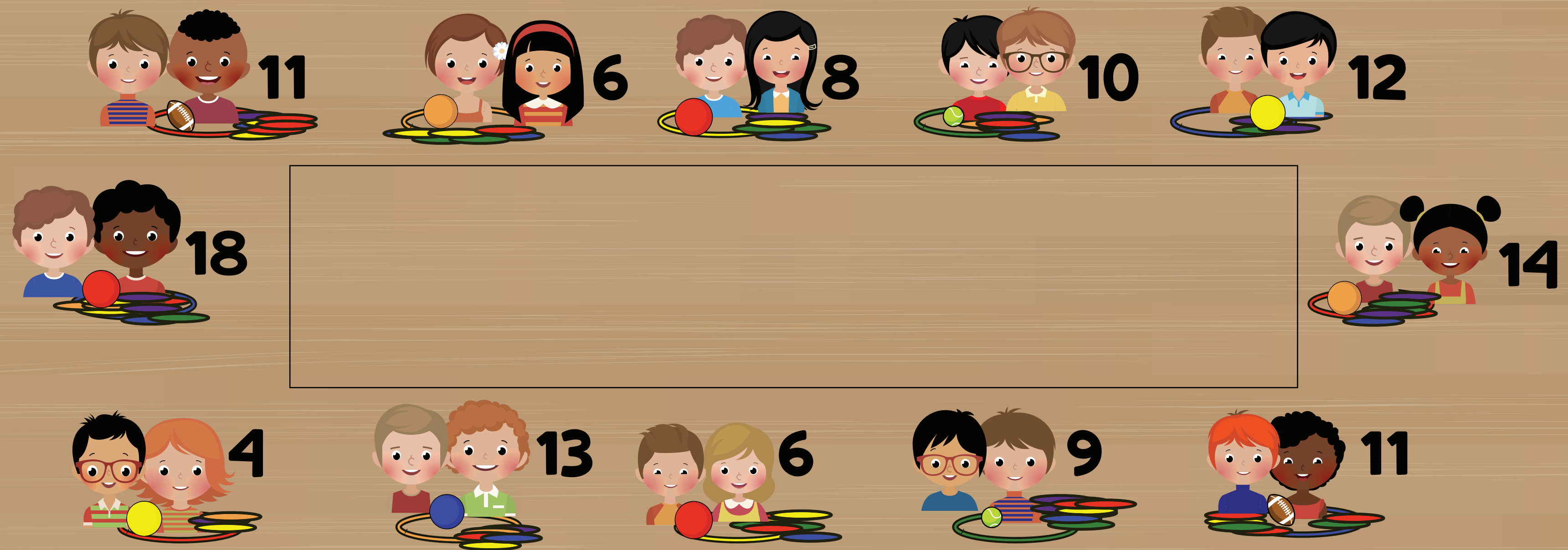
## Directions



### STEP 5.

The thrower should always keep a foot in the hoop.  
Catcher must keep a foot on a poly spot.





## Directions



### STEP 6.

Round 1: Record Setting Round

- After time is up or all spots are gone, partners count all the spots they collected.

Round 2: Record Breaking Round

- Try to collect more spots as a team than you did in round 1.



# Best Practices



Get warmed up by starting the lesson with students practicing throwing and catching before going into the full game play.

Give students options with the type of ball they can throw or play the game with a specific type of ball by round.

Play multiple rounds and encourage students to find different partners for each round.

Play different variations of the game with students. For example, "color scoring" is a fun alternative. When a round is complete, call out the different colors to see which group has the most of that color, allowing multiple students/groups to win.



If you have questions on best practices, set up, or any PLT4M lessons or resources, reach out to us! Email: [SUPPORT@PLT4M.COM](mailto:SUPPORT@PLT4M.COM)



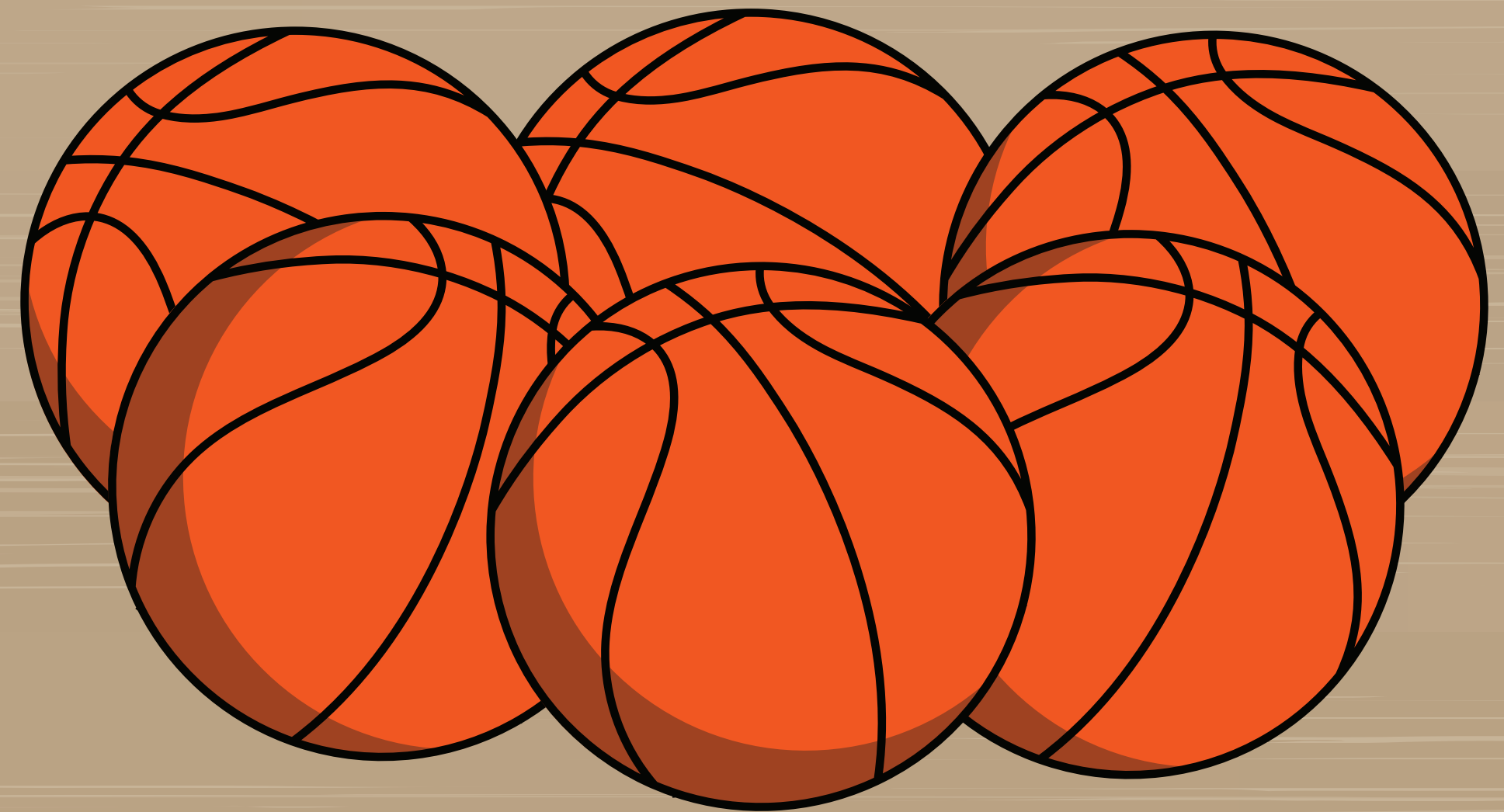
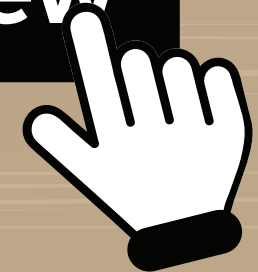
**UNIT:** Basketball

**LESSON:**

# Dribble Follow The Leader Basketball

A skill practice activity designed to get students engaged in hand dribbling while moving in general space and taking turns leading and following.

**One Page Lesson Overview**





# Shape Standard: Dribbling With Hands



PREK-2 I.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.

3-5 Standard I.5.I9: Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks.



## 1. Use Your Fingers:

Use your finger pads, not your palms, to dribble the ball.



## 2. Bend Your Wrist:

Bend your wrist when pushing the ball down towards the floor.



## 3. Ball Height:

Keep the ball bouncing at waist height or below.



## 4. Eyes UP:

Keep your eyes forward and glance down at the ball as needed.

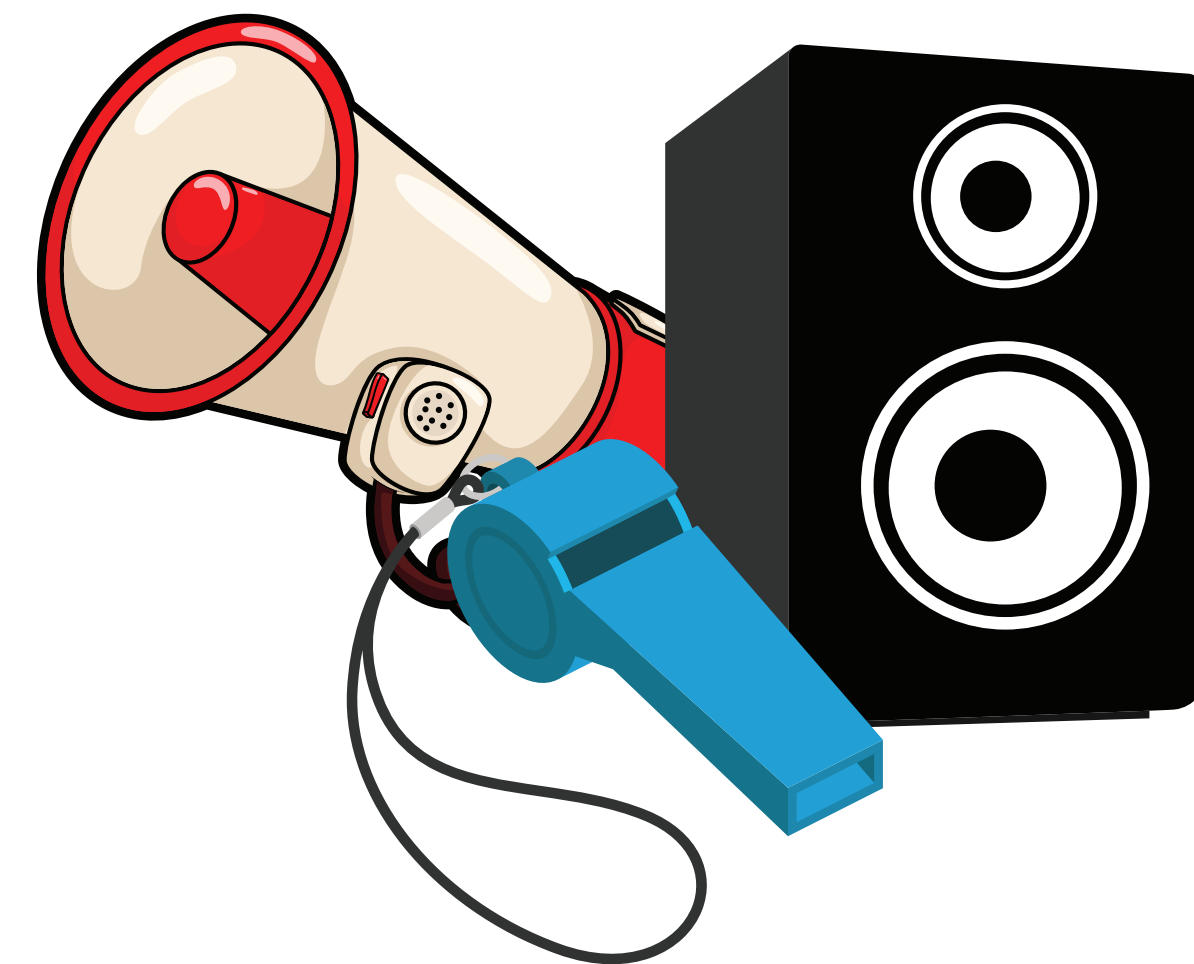
# Equipment Checklist



1 (one) Basketball or Playground ball Per Student



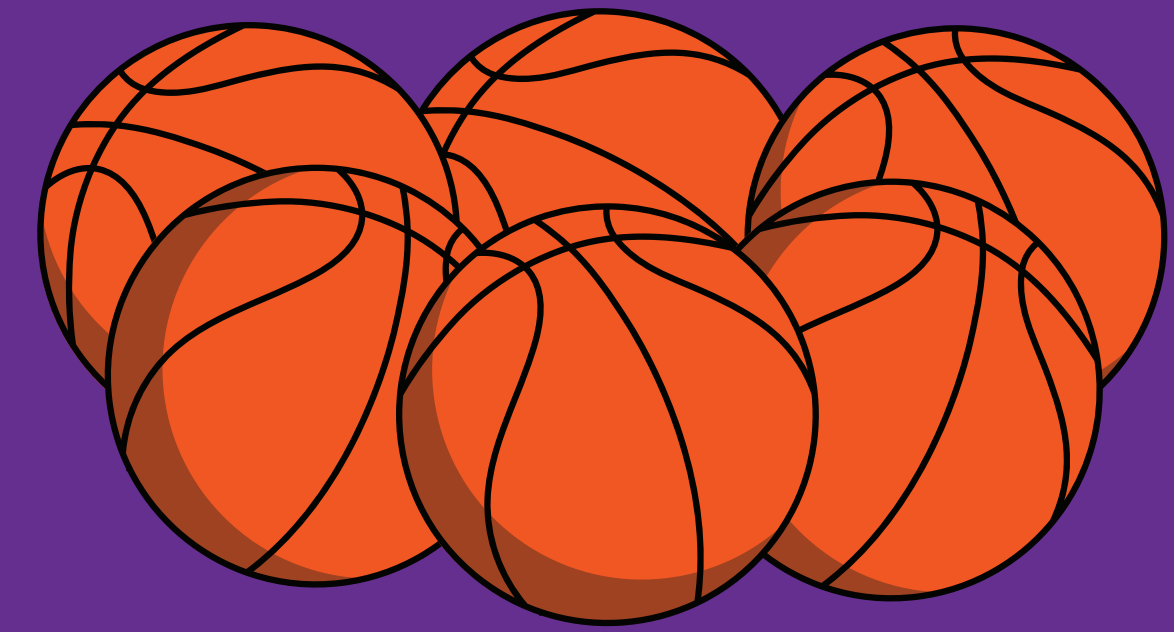
Music or other signal you use to start and stop class.





# Game Set UP

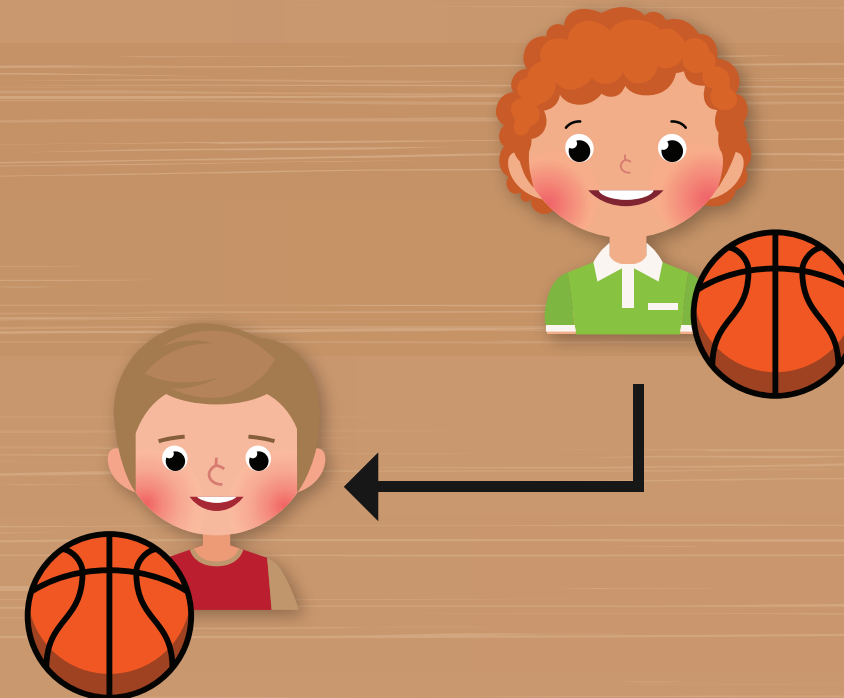
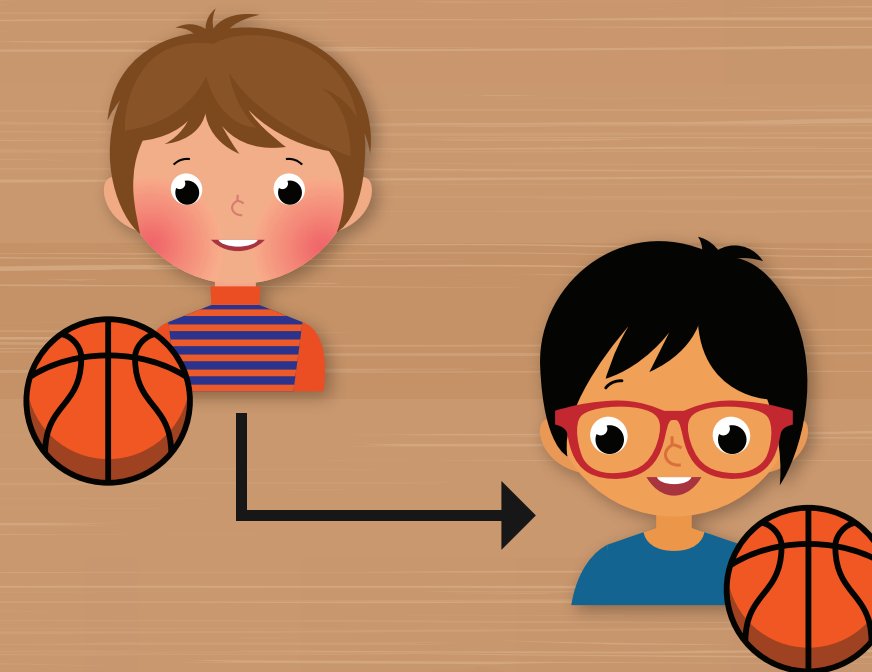
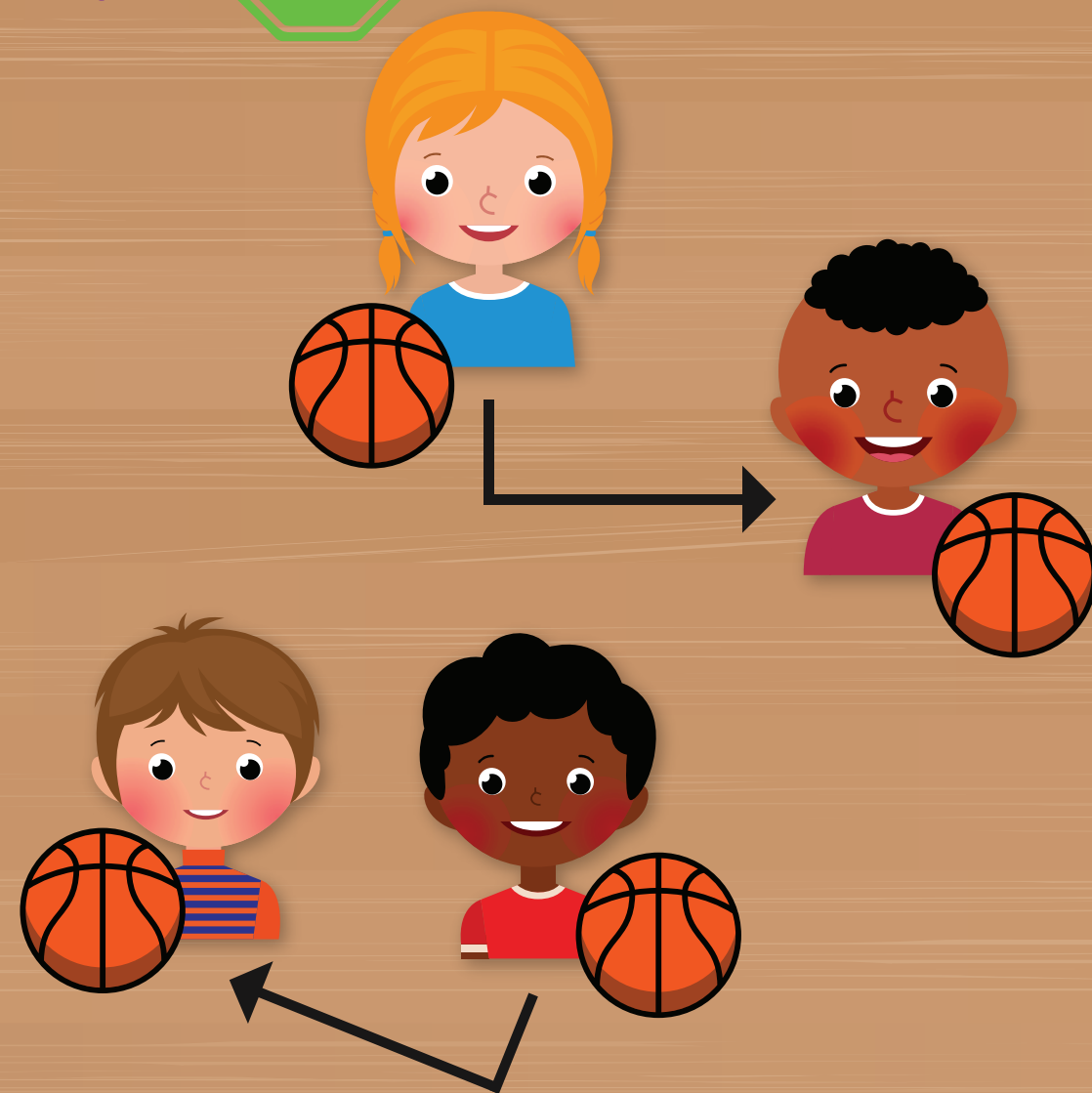
Students in partner pairs spread throughout the gym.  
Each student has their own ball to dribble during this activity.



**MUSIC ON**



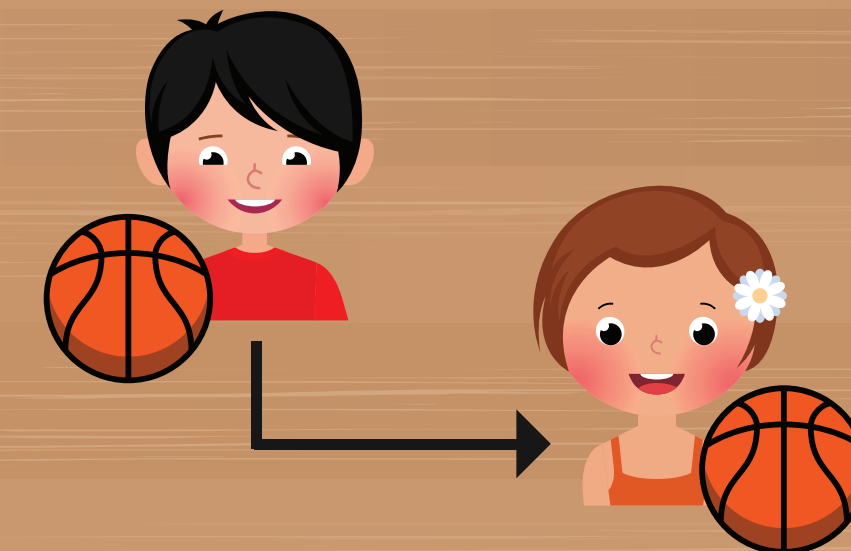
**Go!**



**MUSIC OFF**

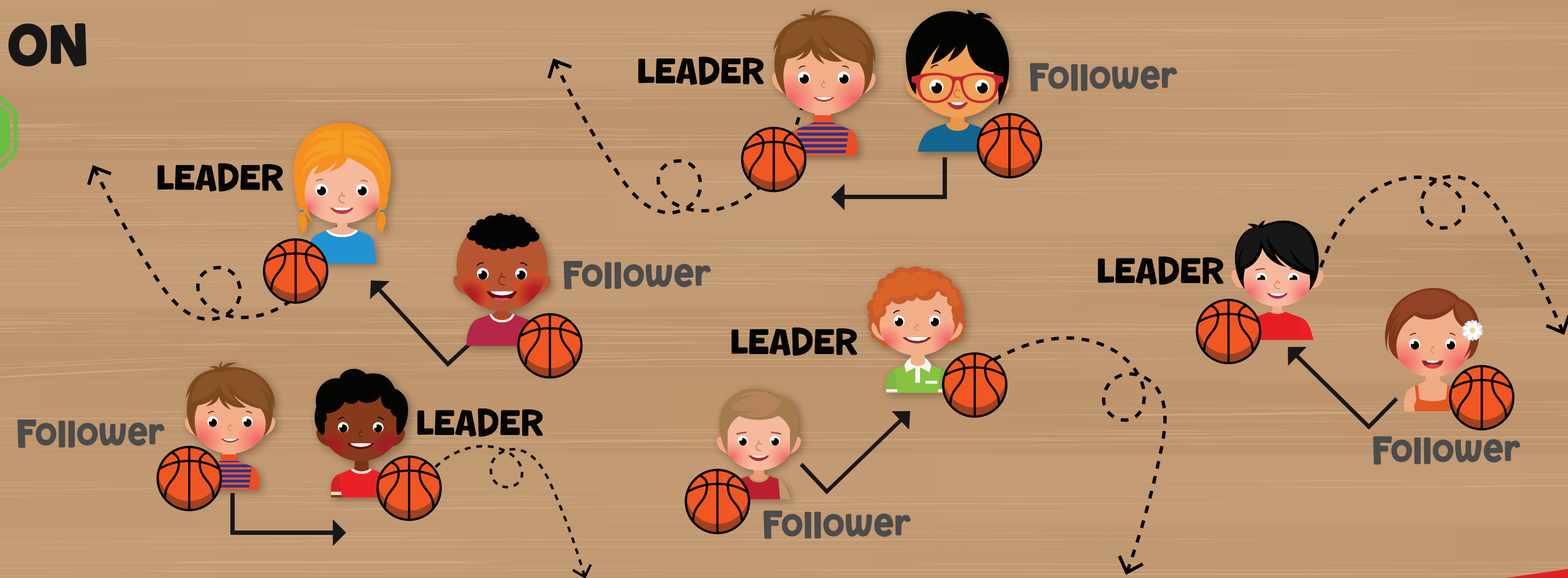


**STOP!**





**MUSIC ON**



## Directions



### STEP 1.

Partners decide who will start as the leader and follower. On the signal, the leader of the group begins to dribble their ball around the gym to open spaces. The follower of the group follows the leader wherever they go.





**NEW LEADER**

**NEW FOLLOWER**



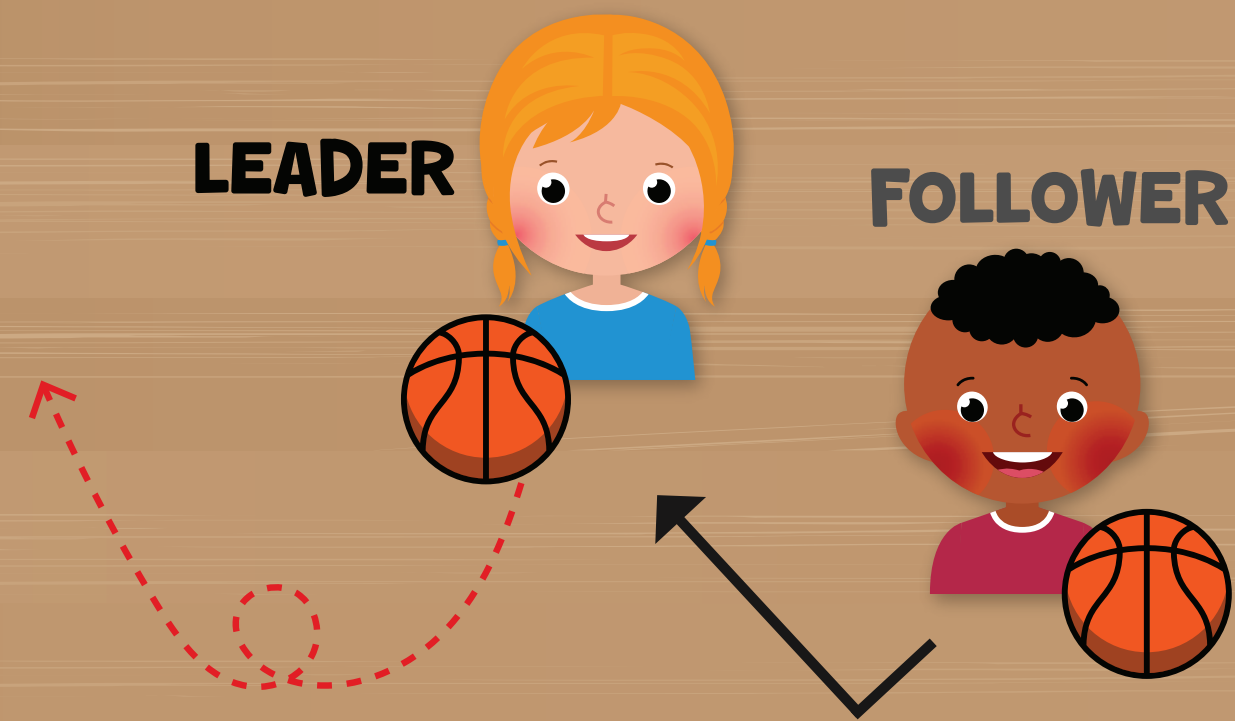
## Directions



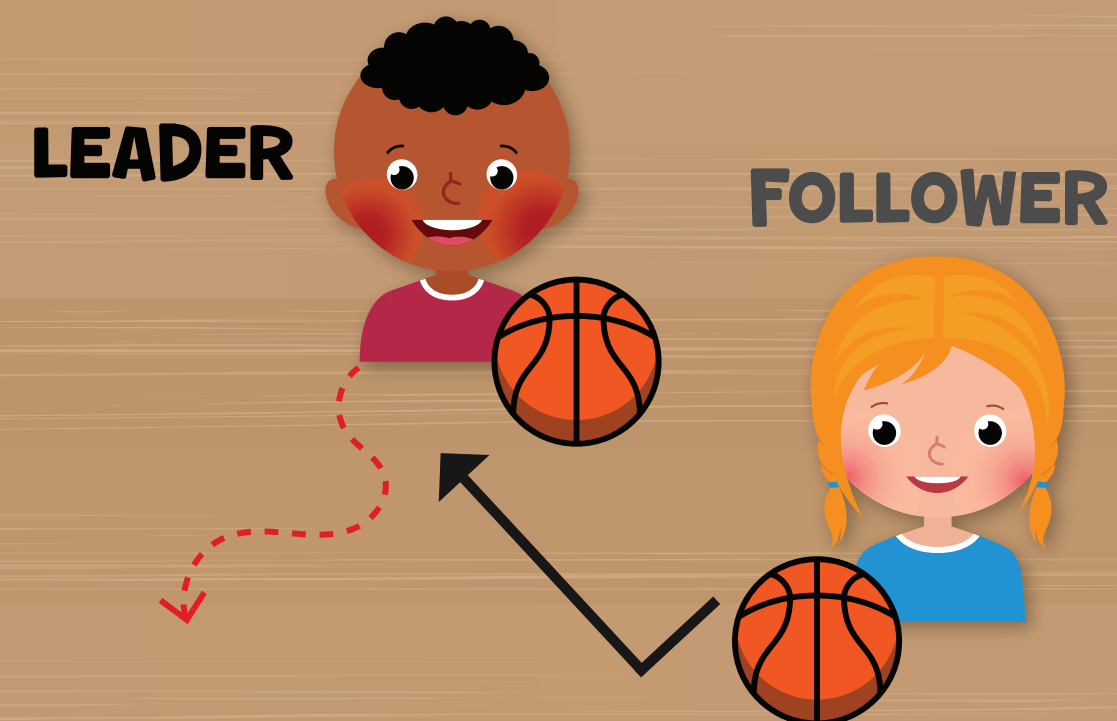
### STEP 2.

When the music stops, both partners stop where they are and switch roles. Now the follower becomes the leader and the leader becomes the follower.

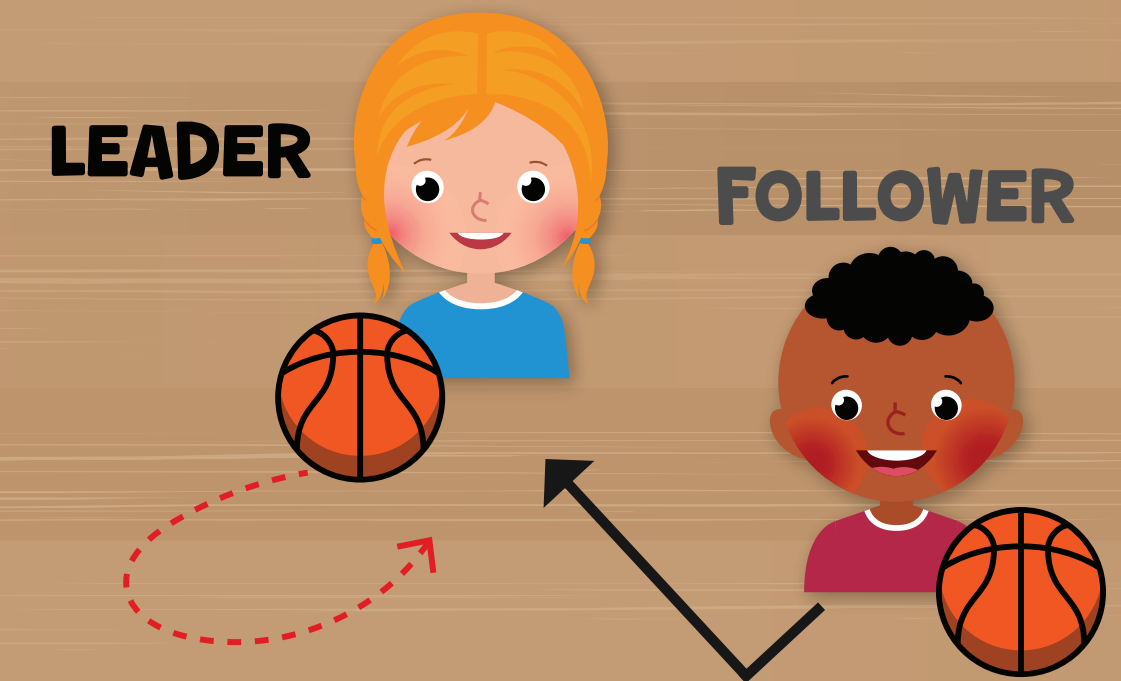
## ROUND 1



## ROUND 2



## ROUND 3



### Directions



### STEP 3.

Play several rounds so everyone has opportunities to be follower and leader multiple times.



# Best Practices



Switch up partners! Play lots of short rounds and mix up partners over the course of the activity.

Focus on “eyes up”. This is a great activity because the follower has to keep their “eyes up” to see where their partner is going.

Encourage the skill of being both the follower and leader as this will come up throughout the year in physical education and life.

Use fun music as a way to start and stop class. This will allow you to use music in future activities as a cue for starting and stopping. If music isn't an option, do what is best for your class!



If you have questions on best practices, set up, or any PLT4M lessons or resources, reach out to us! Email: [SUPPORT@PLT4M.COM](mailto:SUPPORT@PLT4M.COM)

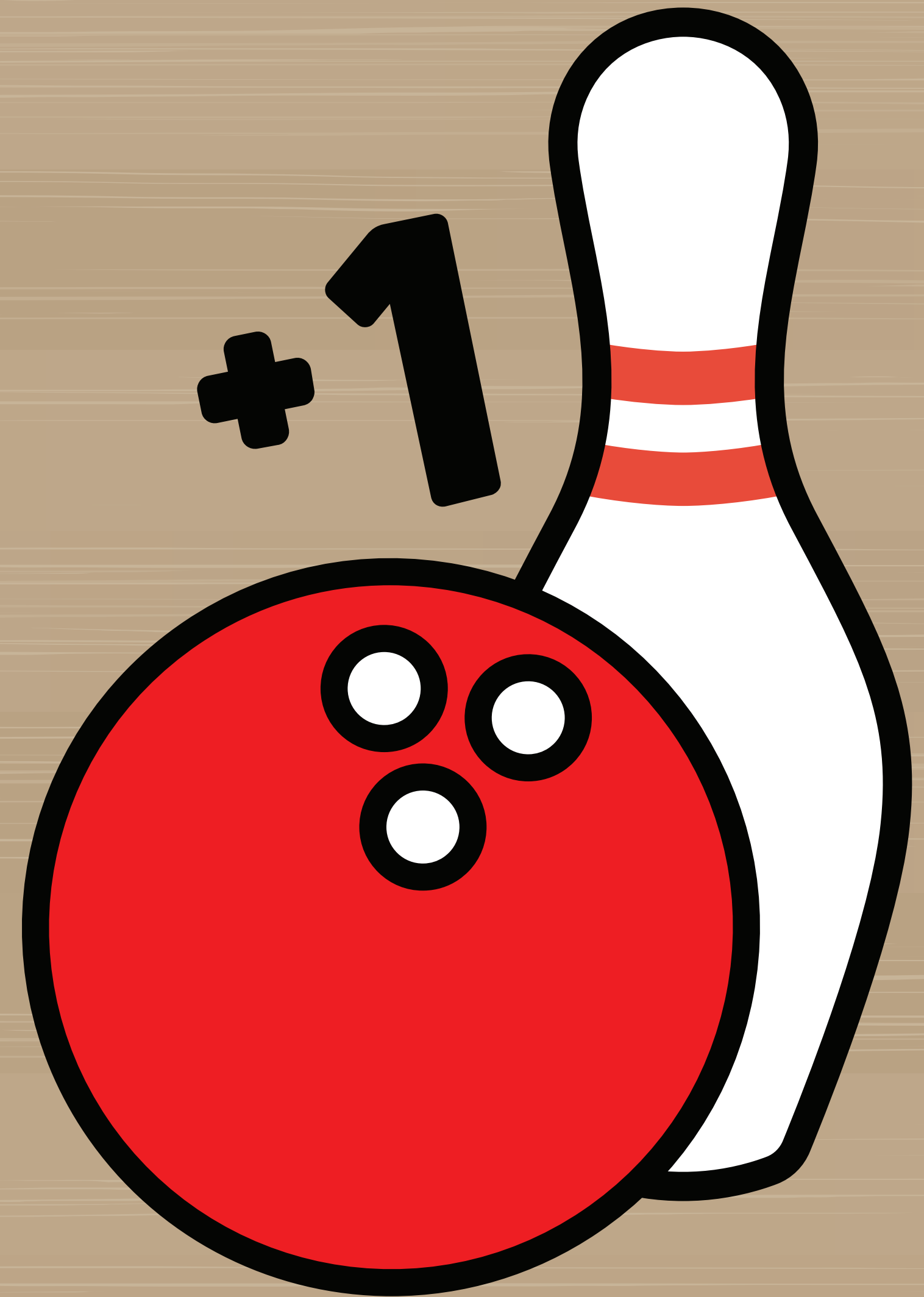
**UNIT:** Bowling

**LESSON:**

# Add A Pin

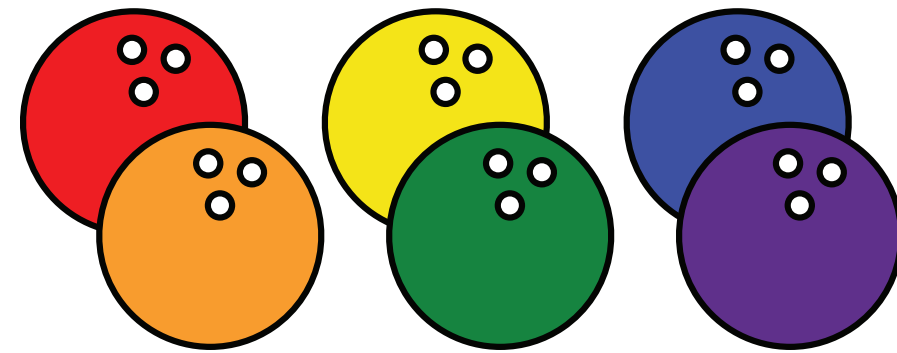
A small group activity designed to give students practice at rolling for accuracy at an increasing number of pins.

**One Page Lesson Overview**

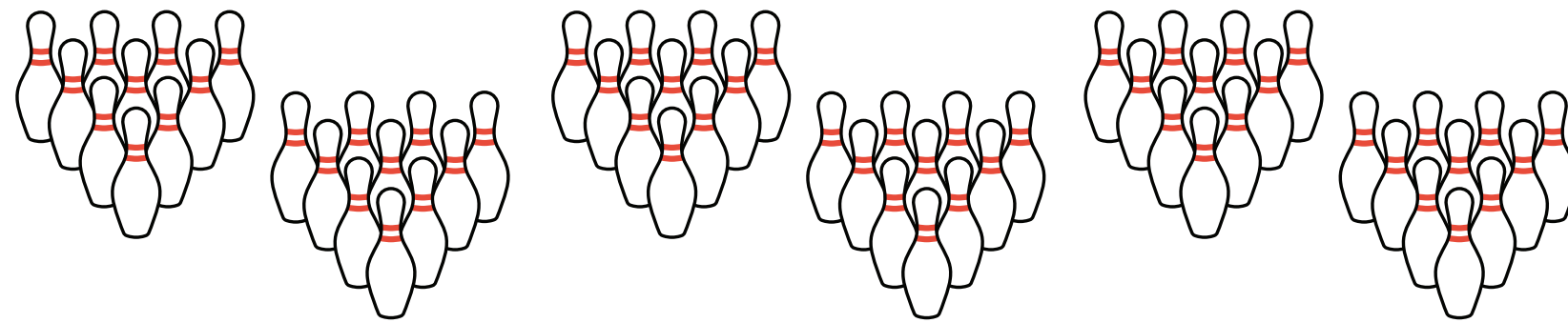




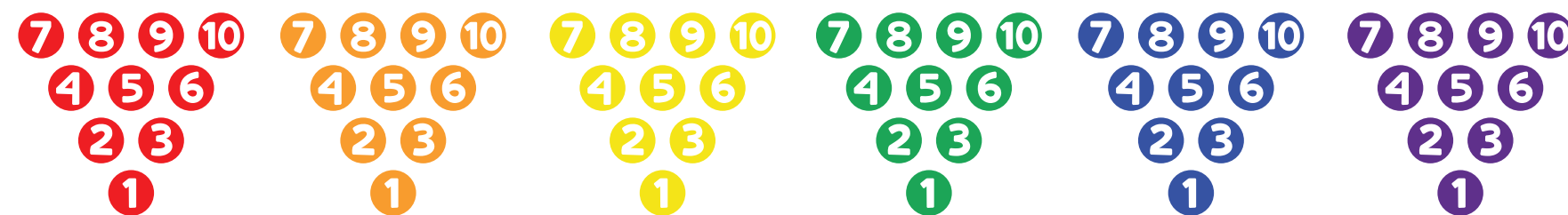
# Equipment Checklist



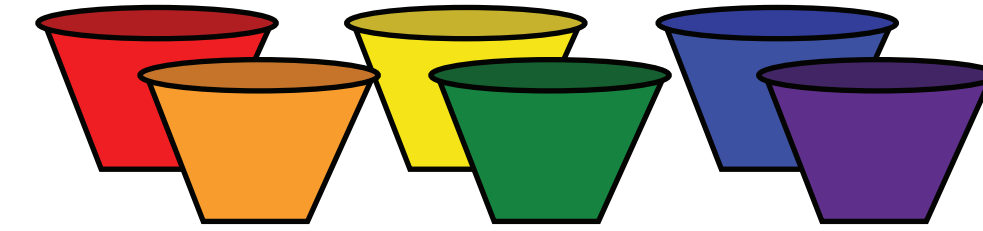
1 Bowling ball per group



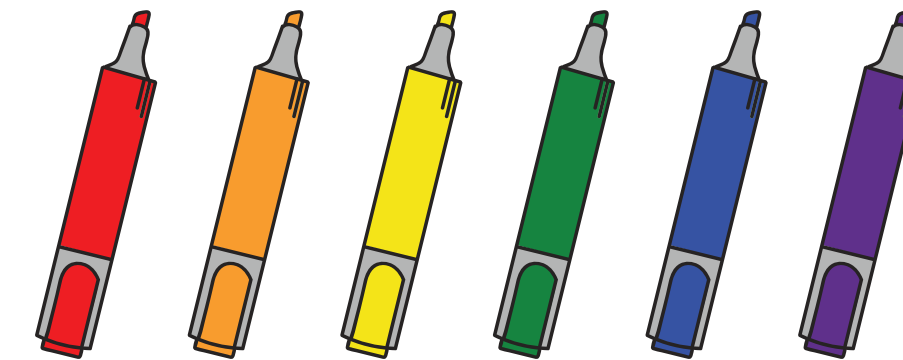
10 Bowling pins per group



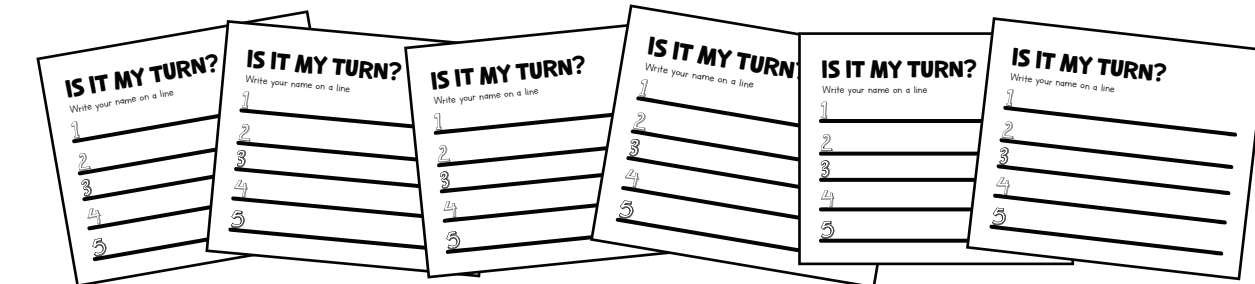
1 Set of bowling pin numbers per group  
(carpet lanes optional)



1 Bucket per group



1 Dry erase marker per group



1 "Is It My Turn" sheet per group  
(Recommendation: Laminate sheets or use dry erase pockets)

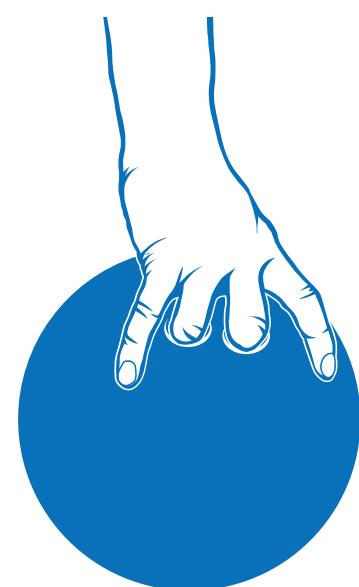
[\(Click here to Print\)](#)

# Shape Standard: Rolling A Ball



K-2 Standard 1.2.7: Demonstrates rolling a ball in a variety of non-dynamic practice tasks.

3-5 Standard 1.5.9: Demonstrates rolling a ball in a non-dynamic environment.



## 1. Finger Placement:

Keep “pinky & pointer” fingers out of the holes. The thumb, middle, and ring fingers go in the holes.



## 2. Hand:

Hand stays under the ball (*palm up*) at all times.



## 3. Feet:

Step forward with the opposite foot. (*Ex. ball in right hand, step with left foot*)



## 4. Arm:

Swing arm back then forward (*keeping arm straight*).



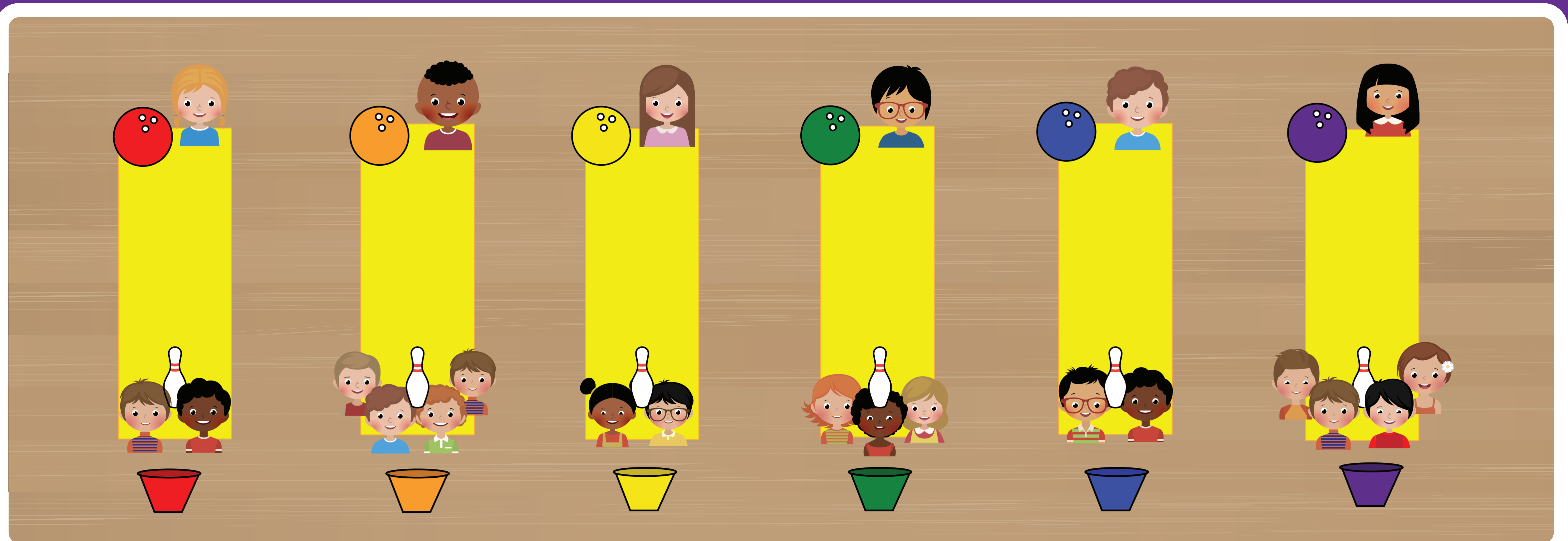
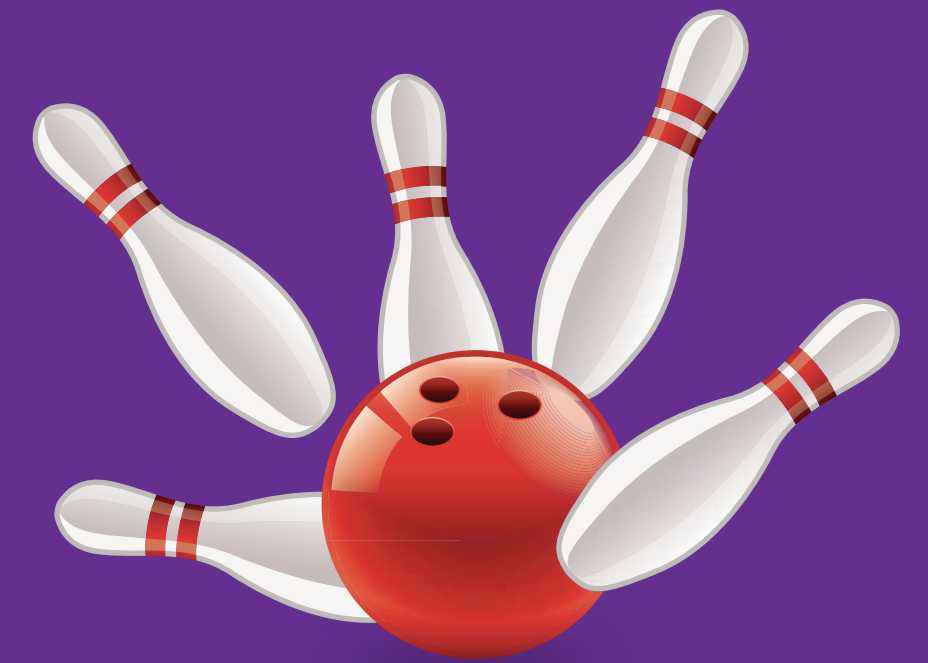
## 5. Release:

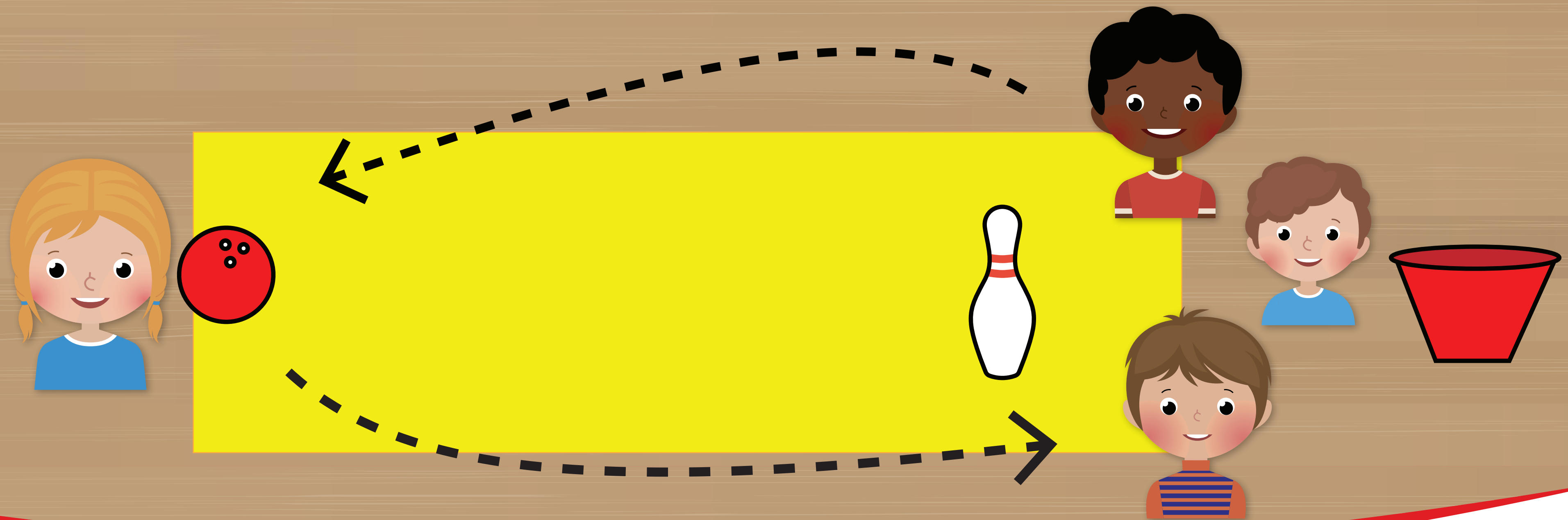
Release the ball at a low level and follow through.



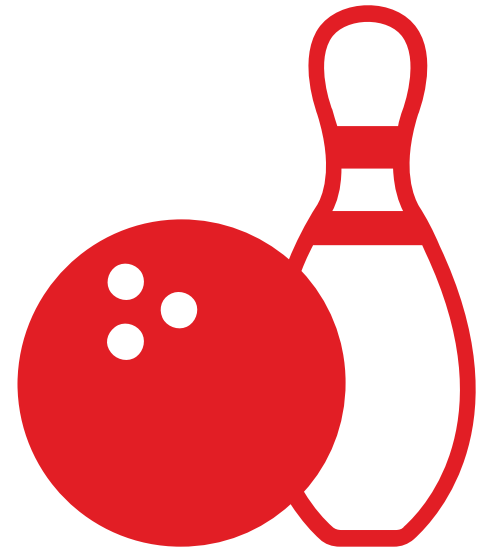
# Game Set Up

Divide students into groups (depending on class size/space/equipment). Have them start by writing their names down on the "Is it my turn?" sheet to determine the order. Place one pin on the number one. Have the remaining 9 pins available for each group to use as they progress through each level.





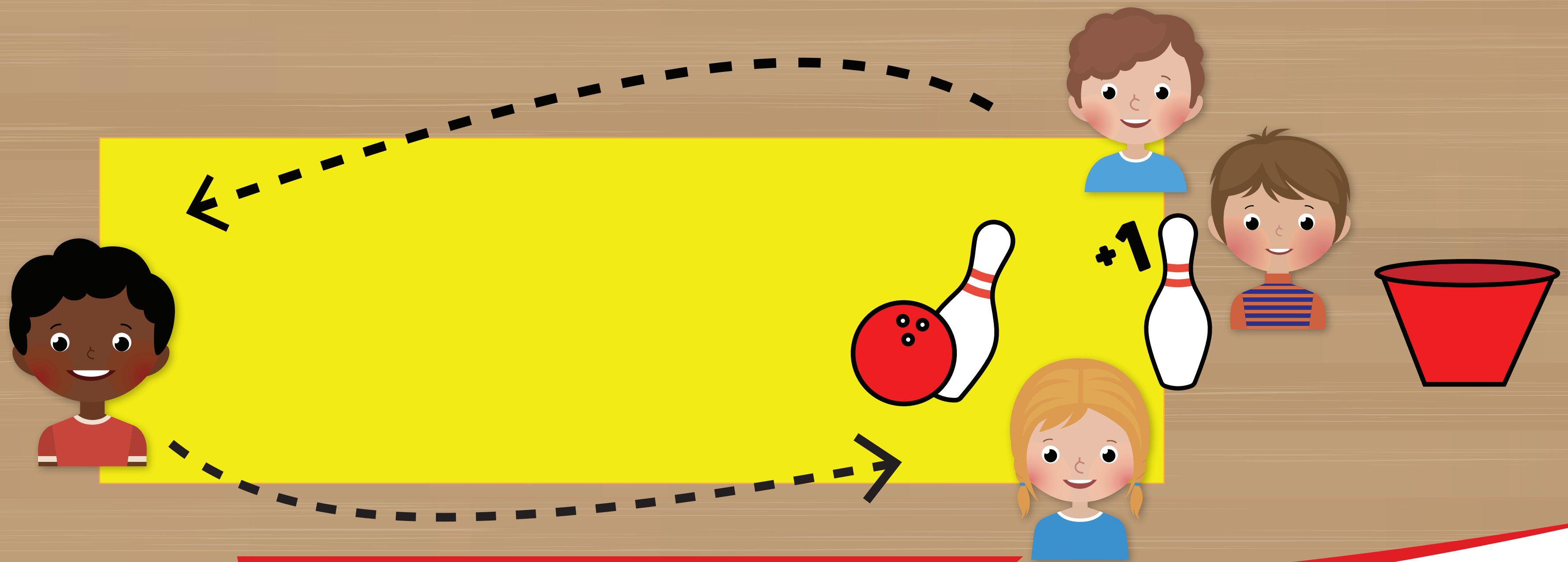
## Directions



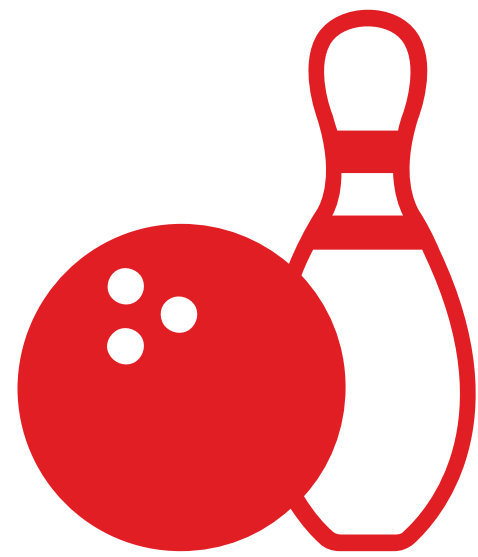
### STEP 1.

On the signal, students take turns rolling the ball at the single pin until someone knocks it down.



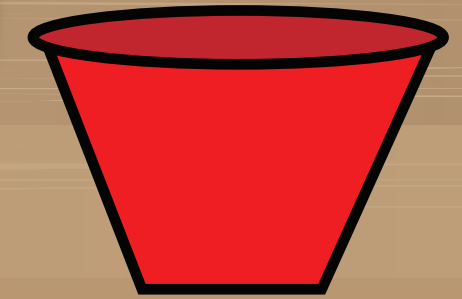
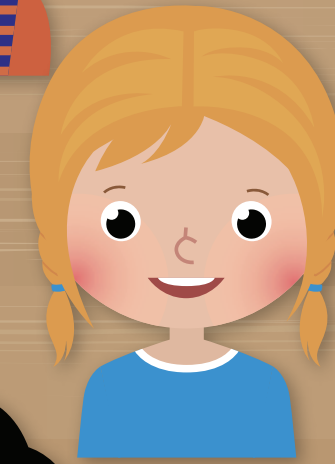
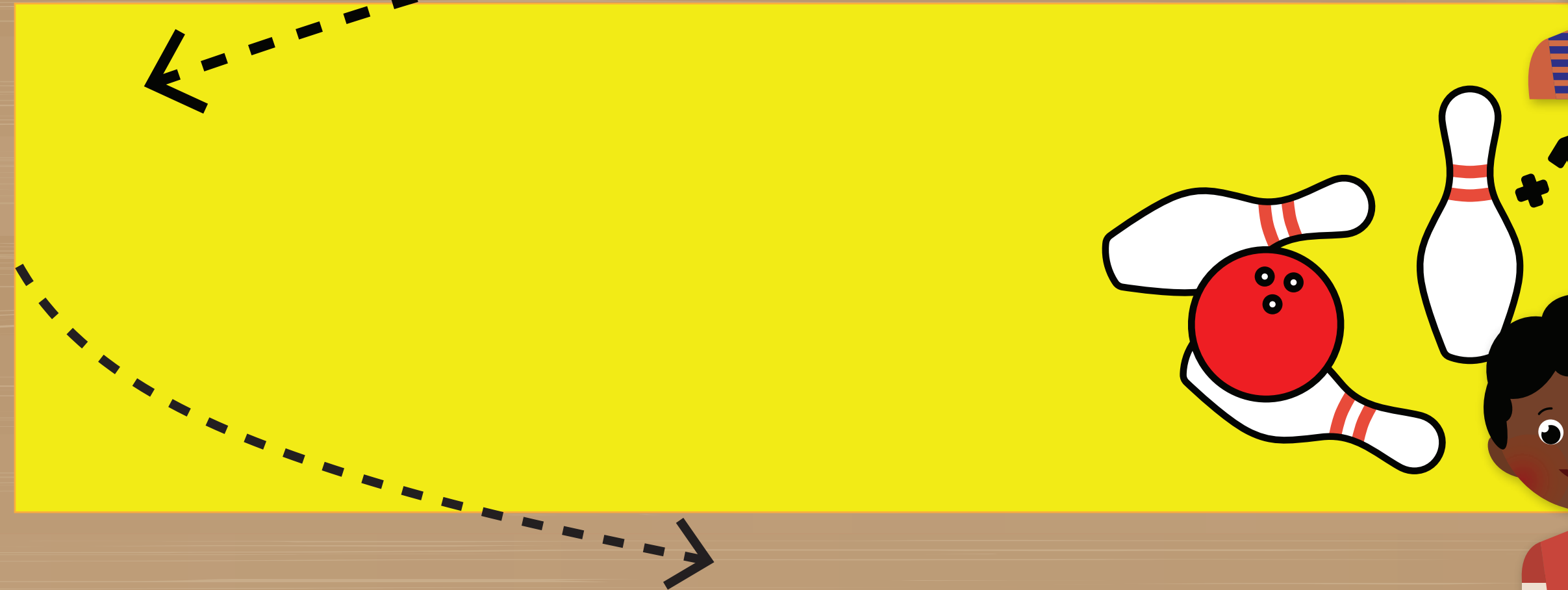


## Directions

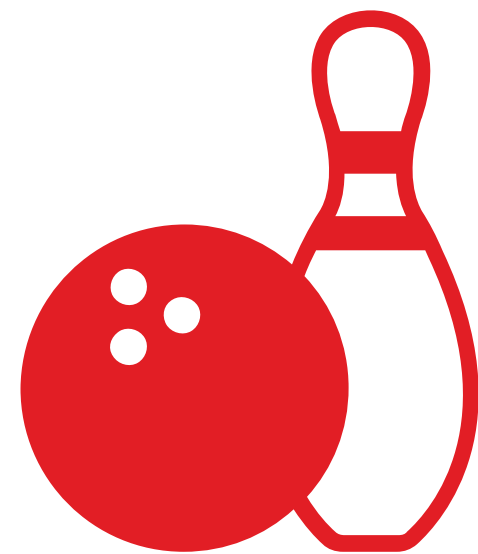


### STEP 2.

Once the single pin has been knocked down, the group adds a pin to the number 2 spot along with the number 1 pin.



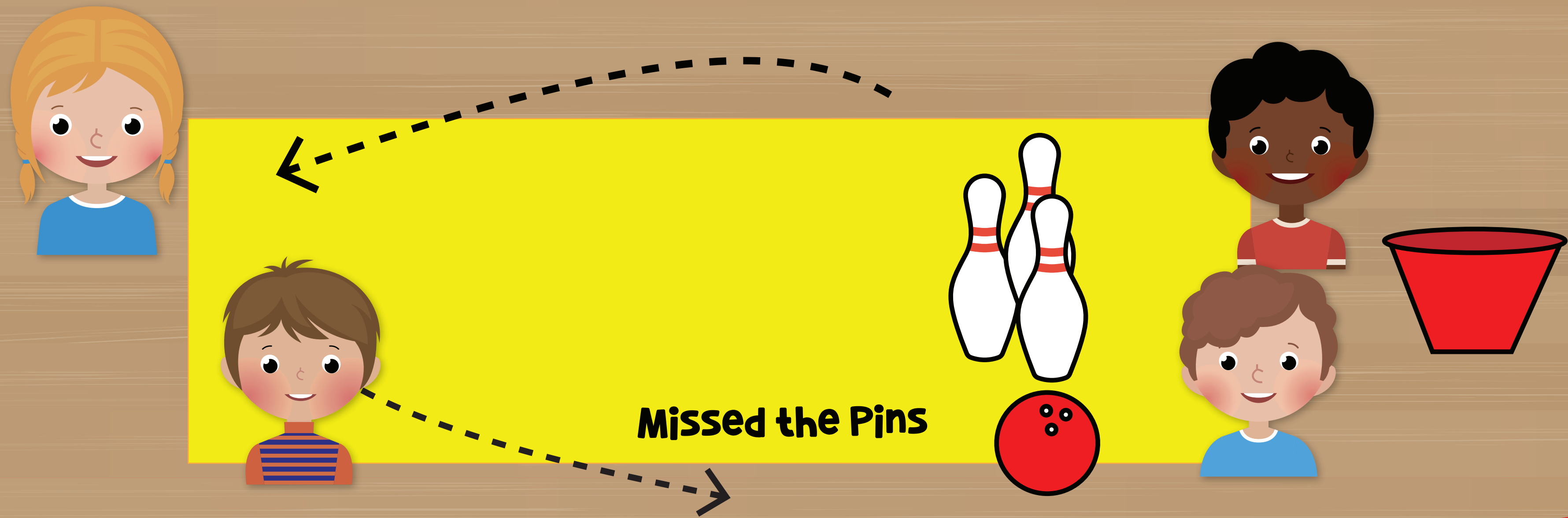
## Directions



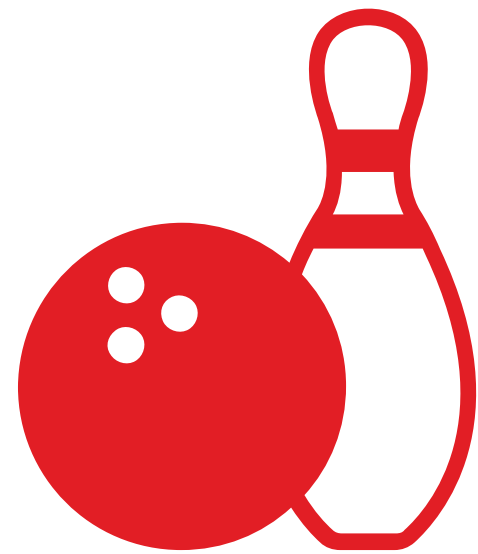
### STEP 3.

The next player attempts to roll and knock both pins down. If successful, add a third pin. If a player does not knock down ALL the pins on their roll, the next person will attempt to do so.





## Directions

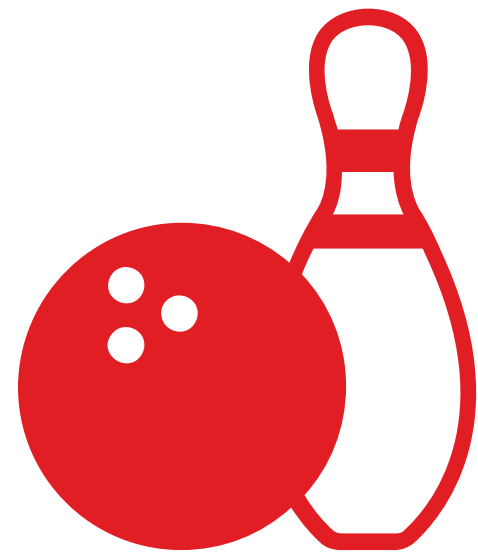


### STEP 4.

If a player does not knock down ALL the pins on their roll, the next person will attempt to do so. Continue taking turns and adding a pin each time ALL the pins are knocked down.



## Directions



### STEP 5.

To win, be the first team to knock down all 10 pins, or see how many times your team can complete the 1-10 knockdown.



# Best Practices



Cap groups at 5 players if possible. Determine groups by number of bowling lanes available. If you have more lanes or larger class sizes, adjust your groups accordingly.

Adjust the bowling distance to accommodate older or younger students.

Print the "is it my turn sheets" on cardstock paper and laminate them on thick, 5mm laminate. They will last a LONG time!

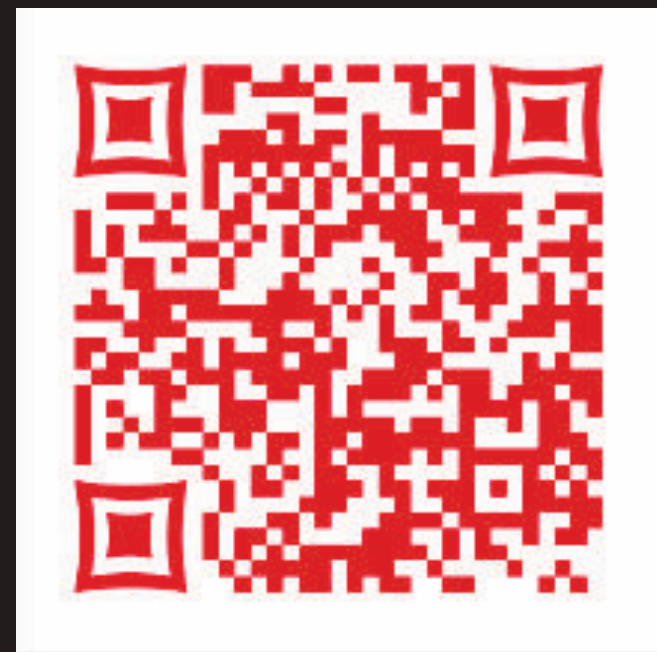


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# THANK YOU FOR READING

*Want to learn more about PLT4M?*



## QUESTIONS?

Reach out to PLT4M!

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