

# Getting a Good Start in Physical Education

Establishing routines and expectations is essential to success in any classroom. The gymnasium is an extension of your classroom. Routines and clear expectations for behavior and accountability are essential for effective learning, safety and efficient use of often limited time available in the gym. It is important that you establish this “mind set” about the gym and physical education instruction. Routines and expectations can also be transferable to any indoor or outdoor space used for physical activity.

The first lesson in the gymnasium should be devoted to establishing these routines. When routines are firmly in place classes will run more smoothly and greater amounts of time can be spent in physical activity rather than in organizing and managing the class. Make sure that students understand the purpose of routines and procedures and that they realize following routines means more activity and more fun.

Attitude and behavioral expectations are established by the first eight to ten lessons. Some students (and teachers??) may see the gym only as an opportunity to “blow off steam”, the large space as a chance to show off and engage in overly rambunctious or aggressive diving, sliding, falling. The gymnasium is a classroom, an area where we learn and therefore similar expectations as those in the classroom apply. Voices are not used unnecessarily during activity, careful listening and following of directions is expected. One is to conduct oneself with care and control for personal safety and that of others. Physical education class is a time to develop skills and improve our ability to control our bodies while being active, having fun and learning.

## **Know what your expectations are and communicate them clearly and simply to the students.**

Initial lessons should:

- \* review and reinforce specific learning outcomes expected at previous grade levels
- \* establish behaviors related to safety
- \* establish expectations around participation, gym wear (clothing and shoes)
- \* establish routines for entering, leaving the gym using change rooms etc.
- \* provide opportunities for team building, positive respectful social interaction within the class
- \* establish a routine for the structure of the class - warm-up and “entry activities”, cool down and class conclusion.
- \* allow you to assess the skill levels of your students identifying specific skills to develop or practice

## **Relevant IRP Learning Outcomes**

**Refer to PE IRP for complete scope and sequence of learning outcomes**

K

- follow rules, directions when participating in physical activities eg. stop in signal, listen to instructions before beginning activity)

Gr. 2

- demonstrate safe behaviors (eg. listening to and following directions, staying within activity boundaries, participating in appropriate warm up activities).

Gr.3

- demonstrate respect and encouragement for others during a variety of types of activities

Gr 4,5,6

- participate daily in a variety of moderate to vigorous physical activities

Gr. 4

- demonstrate ability to participate safely in specific physical activities

Gr.5

- demonstrate safe use of equipment and facilities to avoid putting self and others at risk
- describe importance of warm-up and cool down routines for specific activities (eg. safety, efficiency, focus)

Gr. 6

- demonstrate safe procedures for physical activities eg. wearing safe attire for the activity, safe use of equipment and facilities, participating in warm up and cool down appropriate to the activity.
- practice learned non locomotor, locomotor and manipulative movement skills in order to improve
- model fair play when participating in activity.

K-7 participate in daily moderate to vigorous physical activity

A checklist follows that will assist in planning lessons for the first month to six weeks of physical education classes. Timeframe will depend on how many classes per week you teach and how much repetition is required to establish routines. Plan lessons which allow for repetition, reinforcement and practice of specific skill or routines. Introduce equipment gradually, only after basic expectations and routines for movement when not using equipment are established.

## **Checklist of Routines and Skills for First Lessons in Physical Education**

### **Routines**

- ☐ gym strip/ footwear changing for class
- ☐ class beginnings - entering the gym, change room expectations, warm -up activities
- ☐ class ending - cool downs, moving too and from change rooms, leaving the gym
- ☐ signals for class - begin activity, stop/listen, emergency stops, gather together
- ☐ space awareness, self/personal space
- ☐ formations - lines, circles, relay
- ☐ partnering, grouping
- ☐ choosing and changing “its” for tag
- ☐ emergency procedures - fire, earthquake, lockdown
- ☐ selecting, returning storing equipment

### **Skills**

#### **Space Awareness and Safety**

- ☐ choosing and working in personal space - self focus
- ☐ boundaries - relevant areas of gym, setting and observing boundaries in games
- ☐ respecting the space of others
- ☐ **not** using walls for stopping/turning
- ☐ moving in general space - avoiding others, moving into open areas
- ☐ moving in different pathways and floor patterns

#### **Movement**

- ☐ running styles - walk, jog, run, sprint
- ☐ speed control and changes
- ☐ stopping, starting, changing direction and control
- ☐ changing body position and level (agility activities)
- ☐ safe chasing and tagging
- ☐ review non locomotor and locomotor vocabulary
- ☐ using directions of movement forward, backward, sideways

## **Resources and References:**

### **Physical Education IRP K-7**

1. Action Schools Resources 4-7: Get Strong 101 DVD,  
Head to Toe Stretch Poster  
BrainDance DVD and CD  
You're It! Tag, Tag and More Tag
2. G. Fishbourne, H. McKay, S. Berg, Building Strong Bones and Muscles, Human Kinetics 2005
3. Green Gilbert, Anne, Brain Compatible Dance Education, AAPHERD, 2006
4. J. Landy and M. Landy, Ready to Use PE Activities for Gr. 3-4, 5-6, 7-9, Parker Pub. Co. 1992

### **EQUIPMENT for these lessons:**

class set of pinnies or scarves  
soft - rhino skin balls - various sizes  
beanbags  
cone/space markers  
lively music

## Lesson One: Establishing Routines

**Lesson Focus:** Entering/Changing/Leaving

Following Signals

Personal and General Space

**Classroom Preparation:** Prior to first physical education class in the gym discuss exercise appropriate clothing and footwear requirements and expectations around changing. Discuss hygiene, and safety. Recommend that students have runners for activity at school everyday prepared for PE and DPA. Communicate with parents via planners and through other parent information channels about required equipment.

Before proceeding to the gym discuss your expectations for entering the gym and change rooms. Discuss respectful appropriate behavior in change rooms and challenge students to be as fast as possible using as much time as possible for activity.

***In the classroom give instructions to students as to what to do as soon as they have changed.*** This can be a regular routine and later serves to motivate quick changes and maximize activity time. For lesson one however have students meet you at the centre of the gym. Give positive feedback as students arrive about speed of changing, following instructions etc.

When all have arrived, note the length of time it took for the entire class to change.

### INTRODUCTORY ACTIVITY AND WARM UP:

Teacher lead a ***short sitting warm up*** - isolation of body parts - rotate the neck, shrug shoulders, circle arms, side bends, curve and straighten spine, rotate ankles.

***Discuss the signals*** you will be using when participating in physical activities both in the gym and outdoors. Incorporate a hand signal along with verbal signals.

“Ready.... GO!” - begin activity, wait for this signal

“aaaand.... STOP!” - stop moving (hold equipment still if using it ) look and listen for instruction - full attention to teacher. - hand over head

“COME IN” - gather in front of the teacher, sit or stand as signaled to do so.

(optional -- FREEZE - emergency stop signal)

### SKILL DEVELOPMENT

- ***review selection of personal space*** - no contact, use of all space in gym, not close to walls - not any special safety concerns about the space - any out of bounds areas.
- students select personal space:
- ***give a series of stunts, challenges, balances and exercise*** to perform in personal space having students move quickly to new spaces after each stunt. (“be in a new space before I count to three”) *Observe for appropriate choice of spaces, on task attempts to perform stunts encourage self-focus - concentrating on their own body, using muscles not voices.*

## CHALLENGES

- jumping jacks,
- stretch and curl the whole body as many ways as possible,
- yoga “tree” balance,
- make your body into the letter T - 3 different ways,
- the plank - hold for the number of seconds your age is
- 747 balance,
- karate kid balance
- crab walk position - hold while you say the alphabet.

•Gather together - “come in signal” - **Discuss** moving safely through General Space no contact - using eyes to see and anticipate space, using all the space.

Students begin with slow jogging moving through general space. Give signals to stop, go - instruct safe stops - knees bent, one foot in front of the other, arms in - balance, and control - not falling, sliding or crashing..

- increase the speed students may use if stopping, listening use of space is developing well - challenge stop, start, change direction

• **run and touch challenges:** “When I say go..... touch three red lines and two black then come to me - show me controlled stop and sit when you arrive.”

- if time permits play a simple tag game - stress applying skills that have been practiced

## Cool Downs and Class Conclusion

•Gather together, **teacher lead simple slow movements which students mirror.**

•**Review expectations and routine** for change rooms and for leaving the gym. Encourage quick changes - how many people can be changed and lined up in less than two minutes. Begin timing when the last person has entered the change room.

In the classroom - quickly overview what was learned and what students did well in this first lesson - set goals for the next lesson eg. faster changing, working on less unnecessary voices - etc.

## Lesson Two: Review, Reinforce, Extend, Reflect

**Lesson Focus:** Reinforce routines, practice skills from lesson one

Learning a variety of exercises and challenges for strength, balance, speed

**Equipment:** 3-4 blue bibs, 3-4 red

### Classroom Preparation:

Set class challenges or goals based on evaluation of lesson one.

Give directions for what to do when changed. "Circle the gym 3 times, once travelling forward, once backward, once sideways. Then come to the centre of the gym and meet the teacher.

### Introductory Activity:

- run and touch challenges
- travel through general space using jog, walk, run incorporate stops, change directions, backward movement, move left, move right .

### Skill Developments:

- **review** some favourite **challenges** in personal space from last lesson
- **teach new challenges quick footwork and agility challenges** - ( from *Get Strong 101DVD*):
  - toe taps, switches, 4point get up, sitting get up
- **Introduce Defrost Tag:** 3-4 players are freezers wearing blue bibs, 3-4 players are defroster wearing red bib. Play as for frozen tag choose a balance or a strength position as the freeze. eg. yoga tree or plank. Defrosters can "unfreeze" players with a touch.
- Play several rounds - setting a routine for quickly changing the "its" of the game. Be sure students are waiting for "ready... Go" signal to start the game.
- develop routine of players being in their own space for the game to start.
- Challenge: starting position for the game could be sitting or on 4 points in personal space - practice the agility get ups.

### Cool Down and Conclusion

- **teach/lead a couple of cool down stretches** (See Head to Toe Stretch Poster, Action Schools! BC)
- gather together: **lead mirroring, deep breathing**
- reflection and discussion - review expectations...change room challenge....

## Lesson Three

**Repeat, Review, Reinforce as required.**

## Lesson Four: Partnering Routines

**Lesson Focus:** establishing quick and considerate partnering routine  
creating class cohesion  
establishing game boundaries, respecting others space

### Classroom Preparation:

Set any behavioral goals that may be necessary... what will we work to improve on?and What are we doing really well?

When changed begin your own warm up in personal space - "Give me twenty"

toe taps, switches, jumping jacks, plank (twenty second hold) -repeat three times then gather with teacher.

### Introductory Activity

- play Defrost Tag
- practice general space movement - review variety of locomotor actions in space- slide step (sideways), skip, hop(one foot), jump(2feet).

### Skill Development

- discuss partnering - many activities and games with partners, need to be able to pair quickly, considering others feelings, including everyone - set rules and guides - no refusals, positive receptive body language
- Routine - pair up - follow instructions as given -- if you do not have a partner hold hand high - find someone else with their hand up.... if we have an odd number we can form one group of three - if you see that a group of three is required you can invite that person to join or give the extra person their choice of whom they would like to work.

### Partner Activities -in personal space

- Face to face get up - Sit toe to toe knees bent, join hands try to rise up together
- Back to back get up - sit back to back elbows linked, try to rise up together
- Change partners - come in for instructions
- **explain Duals** are friendly partner combative competitions: discuss setting boundaries - keep games within your boundaries - stop playing when you go out of bounds - notice where other teams are playing and make sure boundaries do not overlap - respect other games don't go into their space
- **Demonstrate** duals then allow students to set boundaries and play:
- Knee Slap: players try to slap or tap the inside of opponents knee to score a point, but must not let their opponent score while doing so
- Toe Tag: players score by tapping the end of their opponents toe with their toe. No Stomping
- *Teaching points -- at the end of each dual thank partners for playing - shake hands or high five - change partners for each new activity --- practice the routine play with lots of different people*



### **Cool Down And Conclusion:**

- ***teacher lead cool down stretch***

- Feedback Discussion-- What activity did you enjoy most today?  
What activity did you find most challenging?  
What do we need to remember before changing today?

### **Lesson Five: Review, Practice, More partner activities, Reflect**

- plan a lesson that reviews or reinforces skills of previous lessons as required. - teach a new dual activity
- **Hop Tug:** Face a partner across a line, stand on one foot, join hands or hold roman handshake style gripping forearms. On go try to pull partner across the line. If player puts a foot down they loose the dual.
- **Back to Back Push** - across a line back to back try to push partner away and get on their side of the line
- extend with partner activities that move through general space such as:

**Shadowing:** one leads, the follower must copy exact movements and pathway ( try with music )

**Partner Tag:** Fair start -- It turns in place three time counting out loud - partner runs - it chases after three>

OR... three giant steps apart and it says Ready go... stress communication, fair start - both players ready... incorporate the agility get ups as starting positions.

**Partner Tail Tag** - as for partner tag but it must snatch partners tail ( bib tucked into waist)

**Space Exchange** - partners select spaces far from each other ( set a number of giant steps apart to give a constant and comparable distance if you want to challenge for time or compete.) - especially note partners location - On signal to go partner A runs to B's place tags them.. B runs back A's place and sit's down. See how quickly you can make the exchange. Use a stop watch to challenge the class. How long does it for the class to complete the exchange? What is our record? Can we beat the record?

### **Little Bug**

Partners link together in the crab walk position and try to travel with out letting hip touch the floor. Challenges - how long can you stay "bottoms up" ? How far can you travel in ten seconds?

### **Conclude Lesson with Informal Self Assessment/Reflection Activity**

Hold up five fingers for best possible performance, four for good, three for OK , two for I can do better, one for not really?

Did you quickly find partners? Did you follow our partner routine?

Did you show willingness to play with all members of the class??

Did you respond quickly to signals?

## Lesson Six Circle Formations

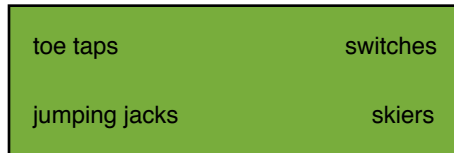
### Lesson Focus: forming group, circle formations for activities

**Classroom preparation:** Explain Jog and Jump warm up activity

Remind class of jogging style points - small steps, quiet and light, moderate to slow speed.

Jog and jump jog around the out side of the gym stopping at each corner to do twenty “jumps” or footwork exercises.

Draw a map on the board - to show where to do jumps.



Do two rounds then gather in the center of the gym.

**Teacher lead warm up stretches** - include calf muscle stretch.

*Teaching Points: Explain the value of the jumping activities*

*building strong bones, training fast footwork important for success in games and activities.*

### Introductory Activity:

- running and changing direction - run in general space - moderate speed try imagining zigzagging pathways, lightning shapes, show sudden changes of direction
- imagine you are a football receiver - zigzag down the field jump and catch a ball
- find a partner do your favorite dual

### Skill Development

- pairs join together to form groups of four - “Come IN” for instructions - **explain** that many activities require circle formations. Today we will do several circle games.

To create an evenly spaced, well formed circle stand with arms outstretched with fingertips almost but not quite touching. (Obviously different games require circles of different sizes but use this as a basic unless otherwise instructed circle technique.

### **Demonstrate Circular Relay Race**

Form a circle with four players, number players 1-4.

On go signal number one runs around the circle - tags 2 and sits down. Two runs etc until the group has all run.

\*\*\*\*\***space awareness & safety**\*\*\*\* --Circles need to be evenly spaced throughout the gym - groups need to note how close they are to other groups.

### 3vs1 Tag

Three players hold hands or wrists to complete a circle. The fourth player is “IT” She walks around the circle until she is opposite the person she wishes to chase then calls that person’s name. She tries to tag that person running around the outside of the circle, she may not reach across. The circle moves right and left to protect the chased player.

If the circle falls or breaks apart IT wins and the chased player becomes it.

**Gate Dodgeball** ( if time permits, if not repeat parts of this lesson and focus on Gate dodgeball in the next period.)

Equipment: four medium to large rhino skin balls. Two large cones. Circle on the floor.

Form a large class circle using line as a guide - arms out stretched. Put a gate in the circle using the cones. Number players 1-5. These are teams or groups.

One group enters the circle. Goal of the game is to keep your group in the circle as long as possible. When a player is hit they must leave through the gate and run around the outside of the circle then re-enter the game. If all the groups members are put out of the circle then the group's turn ends and another team enters the circle.

### **Cool Down and Conclusion**

- stay in circle formation - **teacher lead** deep breathing, calming or relaxation activity
- move to change rooms use teams or call individuals to go quietly with out disturbing the relaxation of those around them.

Review, Practice or extending lessons may include:

Student lead warm -up activities - leader in the centre.

Teacher lead review of non locomotor movements (stretch, curl, bend, push, pull, twist, turn) use circle formation.

Parachute games.

## Lesson Seven

## Line Formations

**Lesson Focus:** line formations, larger groupings, speed organizing for games

**Classroom Preparation:**

Set class goals cooperation, response to signals etc indicated by conduct in previous lessons. Are routines being consistently followed, is the class working cooperatively as a group?

When changed get a partner and play your favorite dual.

**Introductory Activity:**

- form groups of four and play Triangle Tag

**Skill Development**

- with your group come in for instructions
- explain that many activities require line formations - single file or side by side lines
- form a single file line with the leader on the “-----” side line . Indicate a line going along the long side of the gym.
- when in formation ensure space between the groups
- demonstrate **leap frog** ( heads down for safety, low crouch position) --- challenge teams to leap frog across the gym and back
- or how far can your team leap frog in twenty seconds.
- Reform into groups of six. - sit in single file line with your group.
- **Line Dancing** - when the music begins follow your leader dancing in a line to the music.
- when the music stops quickly leave the line and move to your own space... when the music begins again dance on your own through the space when it stops next time quickly reform your line with a new leader dance together as a group in a line.
- Thank your dance group and reform into partners stand at the centre line across from a partner. You should end up with half the class facing the other half lined up at the centre line. Designate two teams one on each side of the line. Sit down and listen for instructions for the next game.

**Mickey Mouse**

The teacher will throw two balls (different colours) into the space.

Teams quickly retrieve the ball, line up and pass the ball between their legs ( tunnel style).

Every player must touch the ball. When the ball reaches the end of the line the final player holds it up and says mickey mouse! The first team to get mickey mouse wins a point.

Line up again at centre to start the next play.

Variations: Have four teams and four balls.

Batter Fielder Mickey Mouse.

Fielding team fields the ball as above, except they are scattered through the gym.

Batting team is lined up - first player bats the ball into the gym and then runs round and round his teams line to score “runs”. (Hint: the shorter the line the more runs, squish together!!)

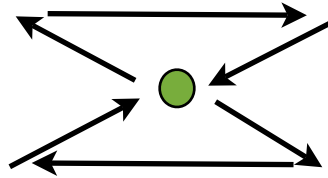
**Cool Down/Conclusion**

Circle formation - teacher lead stretches. Discuss success in the games, possible strategies.

## Lesson Eight      Running Skills

**Lesson Focus:** improving running skills, learning more Get Strong 101 challenges

**Classroom Preparation:** When changed do the “skip it” challenge pathway three times. Draw a route on the board with zigzagging pathways.



Skip the pattern  
stopping in the centre  
to do 10 jumping jacks.  
Play fun upbeat music.

### Introductory Activity

- the Skip It Challenge above.

### Skill Development

- **teach standing and seated swings, high knees and butt kickers from Get Strong DVD**
- practice sprinting from line to line
- take turns with a partner sprinting from line to line -
- **Teaching Points:** *set start and stopping lines for the class - practice sprinting to a line and stopping*
- **SAFETY - never use walls for stopping or turning**
- catch a partner -- use start and stop lines - chasing partner should be two or giant steps behind - On go pairs race to the stop line - chaser tries to tag their partner before they get to the line.
- shadow a partner - partner runs, jogs or walks changing speed and style and directions

Play Gate Dodgeball

OR

Play Everybody's It Tag

Set boundaries - not too big a space 2/3 gym.

anyone can tag anyone else. If tagged go to the edge of the play space. Tagged players must stay on the boundary but can reach in to tag others.

See who is left - game is quick. Play several rounds.

### Cool Down and Conclusion

Make a circle formation - Teacher lead cool down stretches (use Head to toe Stretch Poster).

Comment on the great things you noticed in class today. Reiterate any behavioral goals.

## Lesson Nine Relay Formation

**Lesson Focus:** establishing a basic relay formation that can be organized quickly in any lesson “Relay Formation, teams of..... (number)” can become a basic signal used at anytime.

### **Classroom Preparation:**

When changed find a partner (some one who is changed, in the gym and ready to go) and do your favorite dual or partner challenge in self space.

### **Introductory Activity:**

Play a favorite tag game. Have students thank partners when the game ends.

### **Skill Development**

- gather together to **teach Relay Formation**

- **Teaching points:** *Keep relay teams small ( 2 or 3) for maximum physical activity, minimize waiting for your turn time.*

- *Run races across the gym shorter distance, room for more teams.*

- *Be imaginative ask for students for ideas to create relay race challenges.*

*After one or two races rotate the partners so students have a variety of partners. eg first person on each team moves over one space to the right. Last person on the right moves to the team at the other end of the gym. This allows students to cooperate and play with others who they may not have chosen as partners, boys to mix with girls etc....*

- Students find partners. Form single file line, leader on the side line. Lots of space between pairs. Explain that this class formation will be called Relay Formation.

- Try a variety of races varying the means of locomotion, carrying and passing different objects eg. beanbags, footballs, batons. Start simple by reviewing basic locomotor actions - run, side slide, hop, crab walk etc..... add simple equipment challenges, incorporate challenges that require cooperative work of the team.

- Class time challenges - time how long it takes for the class to complete a race. Try again, Can you beat your record??

### **Cool Down and Conclusion**

Discuss class progress with respect to listening, following directions, changing and other routines.

Set goals for the next class. Take suggestions for what activities students would like to repeat and practice.

.....

Subsequent lessons should....

- ★ Review and practice selected activities, skills, routine. Ensure that emergency procedures for in the gymnasium have been practiced. fire-earthquake-lockdown

- ★ Establish routines and expectations for when the class is using equipment.

- ★ include self assessment and reflection - see IRP for sample rubrics

## Equipment Management - Routines and Expectations

When students are understanding routines, responding to signals, listening and following directions introduce activities where students each have their own piece of equipment. Discuss with students the need for courteous, considerate and safe behavior when using equipment. Set guidelines for selecting, working with, and returning equipment. Following these guidelines means everyone can have more playing/practicing time and less waiting and organizing.

Students should know how to select equipment from boxes or containers showing considerate behavior - waiting their turn, no pushing or shoving. Teacher should arrange several locations for choosing equipment if possible to make this process quicker and avoid crowding and long line ups. Balls can be line up in benches on their side to make easy selection. Ensure that equipment is maintained and that their is class set suitable for use.

Establish what students are to do with equipment when give a stop signal. Equipment on the floor is a good general rule - what you ask can depend on the particular equipment or object. Essentially, require that the equipment be held **still and quiet**(no flipping balls around while directions are being give. ie. **students should show respectful attentive listening when they have equipment.**

Establish routines for returning equipment to storage containers. Do not allow playing with equipment after students have been asked to put it away. Students should place not throw equipment into containers. Clean up should be quick and safe.

**Equipment Rooms:** Avoid having everyone try to go into the equipment room and replace equipment. Assign monitors to get equipment out and put away in the equipment room. While the class is changing. This job could be a reward for fast changers! or assign a child who has difficulty behaving in the change room. This way most of the class has changed by the time he/she has done her job and is ready to change.

Use stable/quiet objects such as a bean bag for lessons focusing on establishing routines.

### Guidelines for Using Equipment

#### Getting out and Putting Away

1. Always show courtesy by waiting your turn patiently.
2. Let others move away before choosing or returning your equipment. Don't crowd.
3. Take the piece of equipment on to of the container - no digging through, take the first thing you touch. If you need to exchange it do so after everyone has chosen.
4. When returning equipment (cleaning up) go directly to the container and place it inside.

#### Using Equipment - Respecting Others

1. Treat equipment with care and respect. eg. don't sit on inflated balls - it breaks the valves and ruins the ball. (as students are introduced to different types of equipment take time teach appropriate handling and care - eg how to carry a gymnastics mat.)
2. When playing or practicing alone stay in your personal space as much as possible. If you loose control of you equipment retrieve it without interfering with others. Respect their spaces and games.
3. If someone else's equipment strays into your area, ignore it and let them retrieve it when it's safe. Don't hit it or kick it away.
4. Consider the safety of others - do not power throw or kick over the heads or play spaces of other players.
5. When you hear a stop signal stop moving, hold equipment still while listening to instructions. If you do not have control of your equipment when you hear stop, let it go, stop, listen and retrieve your equipment when the teacher says go.

Following these introductory lessons you might.....

- ★ Focus on learning more of the Get Strong challenges - Develop workouts and circuits using these activities and others to build skill based fitness attribute strength, balance, agility, speed, coordination - address learning outcomes from the active living organizer - heart rates, exertion, daily activity goals
- ★ Begin a unit on fair play and leadership through minor games

# **GETTING A GOOD START**

**STARTING THE YEAR IN PHYSICAL EDUCATION  
GRADES 4-7**

Patricia Parker  
2011