

The **OPEN** Academic Language Project

Based on the Virginia Physical Education Standards of Learning

Academic Language Card Set **GRADE THREE**

THIS PROJECT IS MADE POSSIBLE THROUGH A PARTNERSHIP BETWEEN
The Virginia Department of Education
SUNY Cortland

The SUNY Cortland Activity and Movement Pedagogy Lab (AMP Lab)
& OPEN (The Online Physical Education Network)

Please share. This is an open-source project.
Kindly reference OPENPhysEd.org, The SUNY Cortland AMP Lab, and the VA DOE.



More Physical Education Curriculum Tools at www.OPENPhysEd.org
OPEN is a Public Service of US Games

The **OPEN** Academic Language Project

Based on the Virginia Physical Education Standards of Learning

Academic Language Card Set

GRADE THREE

Motor Skill Development



More Physical Education Curriculum Tools at www.OPENPhysEd.org
OPEN is a Public Service of US Games

BALANCE

(Noun)

An even distribution of weight that allows someone or something to stay upright and steady.

Lauren jumped and then landed on two feet to keep her balance and not fall.

(VA SOL 3.1)

CATCH

(Verb)

To grab and hold something that has been thrown or dropped.

Aiden had to reach up to catch the ball after it bounced very high.

(VA SOL 3.1)

CONTROL

(Verb)

To manage the movement of something.

Kira could control the soccer ball by keeping the ball close when she dribbled.

(VA SOL 3.1)

DANCE

(Verb)

To perform a series of movements that match the rhythm of music.

Zoe loved to dance and put movements together to go with her favorite songs.

(VA SOL 3.1)

DRIBBLE

(Verb)

To control a ball by giving it a series of short kicks or pushes. Soccer requires foot dribbling. Basketball requires hand dribbling. Floor hockey requires stick dribbling.

Dribble the ball as quickly as you can to beat your partner down the court.

(VA SOL 3.1)

FLOW

(Noun)

A steadily and continuous type of movement.

Tara created the best dance in class because there was flow throughout the entire dance.

(VA SOL 3.1)

GYMNASTICS

(Noun)

Exercises that use agility,
balance, and coordination.

By the end of the gymnastics unit, the
students could walk across a balance beam.

(VA SOL 3.1)

HORIZONTAL

(Adjective)

Parallel to the ground. In a position that is side-to-side rather than up and down.

A balance beam is in a horizontal position.
(VA SOL 3.1)

JUMP

(Verb)

To push off a surface and into the air using the power in both legs and feet.

Kevin jumps into the air when taking a shot with the basketball.

(VA SOL 3.1)

LEVEL

(Noun)

The position of the body in relation to the floor, a person, or a piece of equipment.

Sophia knew that the three levels include low, medium, and high.

(VA SOL 3.1)

LOCOMOTOR SKILLS

(Noun)

The basic ways to move your body through space.

Galloping and skipping are Evan's favorite locomotor skills.

(VA SOL 3.1)

PASS

(Verb)

To move an object from one space to another, often to a person.

Josh passed the ball to Javier's hands so that it was easy to catch.

(VA SOL 3.1)

PATHWAY

(Noun)

A course along which a body moves as it travels through general space.

Lauren followed a zigzag pathway as she dribbled through the cones.
(VA SOL 3.1)

PATTERN

(Noun)

An arrangement or sequence.

While creating a dance, Liam and Brennan decided on three sets of movement patterns.

(VA SOL 3.1)

STATIONARY

(Adjective)

Not moving.

When learning how to kick a soccer ball, most people start by kicking a stationary ball.

(VA SOL 3.1)

STRIKE

(Verb)

To hit with force.

Ben held the bat in both hands to
strike the ball off the tee.

(VA SOL 3.1)

THROWING

(Verb)

To send an object through the air by moving the arm and hand.

Nicole often practiced throwing because she played softball.

(VA SOL 3.1)

TRANSFER OF WEIGHT

(Noun)

A change in the center of gravity beyond its base of support to create movement or generate force.

Kristen transferred her weight forward when she did a cartwheel.

(VA SOL 3.1)

VERTICAL

(Adjective)

Perpendicular to the ground. In a position that is up and down rather than side-to-side.

Alyssa noted that tree trunks, telephone poles, and the chains for swings are all in vertical positions.

(VA SOL 3.1)

The **OPEN** Academic Language Project

Based on the Virginia Physical Education Standards of Learning

Academic Language Card Set

GRADE THREE

Anatomical Basis of Movement



More Physical Education Curriculum Tools at www.OPENPhysEd.org
OPEN is a Public Service of US Games

BLOOD VESSELS

(Noun)

Small tubes that carry blood to all parts of the body.

Oliver told Brooke that oxygen moves through blood vessels to the rest of the body.

(VA SOL 3.2)

CARDIORESPIRATORY SYSTEM

(Noun)

A body system in which the heart, blood, vessels, and lungs work together to provide and maintain a healthy body.

Park labeled the parts of the cardiorespiratory system on the chart as the heart, lungs, blood, and vessels.

(VA SOL 3.2)

FEMUR

(Noun)

The major bone in the thigh.

Tanisha knew that the femur is the strongest bone in the body.

(VA SOL 3.2)

FIBULA

(Noun)

The smaller of the two bones in the lower leg. The tibia is the larger bone.

The tibia and fibula are two bones of the lower leg that run from the knee to the ankle.

(VA SOL 3.2)

HAMSTRINGS

(Noun)

Muscles on the back of the thigh that help the leg bend and straighten.

Donna identified the muscles in the back of her thigh as her hamstrings and those in the front of her thigh as her quadriceps.

(VA SOL 3.2)

HEART

(Noun)

The muscular organ that pumps blood through the body.

Joshua's heart beats faster when he plays tag in physical education.

(VA SOL 3.2)

HUMERUS

(Noun)

The bone of the upper arm that goes from the shoulder to the elbow.

Kristina identified the humerus on the class skeleton by pointing to the upper arm bone.
(VA SOL 3.2)

LUNGS

(Noun)

Two organs in the chest
that help us breathe.

George took a deep breath
to fill up his lungs.
(VA SOL 3.2)

MUSCLE

(Noun)

Body tissue that can change its size to move body parts.

Building muscle in our bodies helps us to do everyday things like lifting heavy objects.
(VA SOL 3.2)

OPEN SPACE

(Noun)

An area of general space with no obstacles where people can move freely.

Jacob ran into the open space so
Franklin could pass to him.
(VA SOL 3.2)

RADIUS

(Noun)

The thicker and shorter of the two bones in the forearm.

When Danielle was having trouble remembering what side of the arm her radius was on, the teacher reminded her that it is on the same side as her thumb.

(VA SOL 3.2)

TIBIA

(Noun)

The inner and larger of the two bones between the knee and the ankle; next to the fibula.

The tibia is sometimes called the shinbone.
(VA SOL 3.2)

TRICEPS

(Noun)

The large muscle on the back of the upper arm.

Gavin used his triceps to help him bend and straighten his arm to throw the ball.

(VA SOL 3.2)

ULNA

(Noun)

The thinner and longer of the two bones in the forearm, on the side opposite from the thumb.

Lance told Tiffany that the ulna is the bone on the same side as the pinky finger.

(VA SOL 3.2)

The **OPEN** Academic Language Project

Based on the Virginia Physical Education Standards of Learning

Academic Language Card Set

GRADE THREE

Fitness Planning



More Physical Education Curriculum Tools at www.OPENPhysEd.org
OPEN is a Public Service of US Games

CARDIORESPIRATORY ENDURANCE

(Noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Emily worked on her cardiorespiratory endurance by doing jumping jacks until he felt his heart rate and breathing intensify.

(VA SOL 3.3)

BODY COMPOSITION

(Noun)

The amount of lean tissue compared to fat tissue in the body.

Jayden tried to improve his body composition by exercising often and eating well.

(VA SOL 3.3)

FLEXIBILITY

(Noun)

The ability to bend and move joints through their full range of motion.

Emma's flexibility was the best in the class because she followed her PE teacher's advice to warm-up and cool-down when participating in physical activities.

(VA SOL 3.3)

HEALTH-RELATED FITNESS

(Noun)

A group of five physical characteristics that contribute to a person's overall well-being. The five components of health-related fitness include cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Finding a variety of physical activities that you like is a good way to improve and maintain all five components of health-related fitness.

(VA SOL 3.3)

MUSCULAR ENDURANCE

(Noun)

The ability of a muscle to continue to perform without getting tired.

Cole demonstrated his impressive muscular endurance by performing 75 curl-ups during his fitness test.

(VA SOL 3.3)

MUSCULAR STRENGTH

(Noun)

To be physically strong.

The students did exercises and jumping activities to build up the muscular strength in their legs.

(VA SOL 3.3)

The **OPEN** Academic Language Project

Based on the Virginia Physical Education Standards of Learning

Academic Language Card Set

GRADE THREE

Social Development



More Physical Education Curriculum Tools at www.OPENPhysEd.org
OPEN is a Public Service of US Games

COOPERATION

(Noun)

The process of working together for a common goal.

Keeping our PE equipment in good condition takes cooperation. We all must work together to use things the way the right way and to put them back when class is over.

(VA SOL 3.4)

FEEDBACK

(Noun)

Information provided in reaction to a performance or action.

Mrs. Hart gave Victoria positive feedback about her outstanding aerobics routine performance. | Anthony gave feedback to his partner by telling him how he could improve his serve.
(VA SOL 3.4)

IMPLEMENT

(Verb)

To carry out a rule or guideline.

The students implemented the school rule
to play safely during recess.

(VA SOL 3.4)

PHYSICAL ACTIVITY

(Noun)

Any physical movement that uses the body's energy.

Taking a walk with my family is a great physical activity and helps us stay healthy.
(VA SOL 3.4)

The **OPEN** Academic Language Project

Based on the Virginia Physical Education Standards of Learning

Academic Language Card Set

GRADE THREE

Energy Balance



More Physical Education Curriculum Tools at www.OPENPhysEd.org
OPEN is a Public Service of US Games

CARBOHYDRATES

(Noun)

A macronutrient that comes from grains, fruits, and vegetables.

Choosing carbohydrates like brown rice, whole grain bread, and fruits and vegetables is important to maintaining a healthy diet.

(VA SOL 3.5)

ENERGY BALANCE

(Noun)

Relates to good nutrition (energy in) and physical activity (energy out).

Mandy started writing down the food she ate and her physical activity to learn about her energy balance.

(VA SOL 3.5)

FAT

(Noun)

A macronutrient found in meats, nuts, oils, fish, and some dairy products.

Mrs. Benson taught us that not all fat is bad; there are some good fats that help our bodies function.

(VA SOL 3.5)

HYDRATION

(Noun)

A supply of water to the body to restore or maintain a balance of fluids.

Liam drinks water before, during, and after exercising to maintain a high level of hydration. By staying hydrated, he can perform his best.
(VA SOL 3.5)

MACRONUTRIENTS

(Noun)

Nutrients required in large amounts for proper body functioning, including protein, fat, and carbohydrates.

Lucas identified fats, proteins, and carbohydrates as the macronutrients used in the human body.

(VA SOL 3.5)

PHYSICAL ACTIVITY

(Noun)

Any physical movement that uses the body's energy.

Taking a walk with my family is a great physical activity and helps us stay healthy.
(VA SOL 3.5)

PROTEIN

(Noun)

A macronutrient that comes from meat, eggs, and beans.

Since Vanessa is a vegetarian, her source of protein is through foods like beans rather than meat.

(VA SOL 3.5)

U.S. DEPARTMENT OF AGRICULTURE (USDA)

(Noun)

The federal department in charge of creating laws for farming, agriculture, and food.

The USDA certifies when food is safe to eat.
(VA SOL 3.5)