

# WALK THIS WAY



## Physical Activity. Walk This Way

**Targeted Grades:** 3rd Grade up to 5th Grade

### Lesson Plan

Help students understand the value of walking and increasing physical activity. Have them start by keeping a journal using the Walking Journal Resource. After this, have students work to create plans and develop a club utilizing the Walking Club resource and the Walk this Way play for ideas.

### American Dairy Association Indiana Resources

**FUTP 60 Walk This Way Play:** [Walk This Way](#) - 1 to 2 hours of preparation

[Walking Club](#) - Walking times will vary

[Walking Journal](#) - 3 to 5 minutes daily

## Learning Objectives

- Identify the benefits of walking
- Participate in a walking club
- Organize and promote the values of daily walks and a walking club
- Record number of minutes walked each day

[WinnersDrinkMilk.com/Schools/Fuel-up-to-Play-60](http://WinnersDrinkMilk.com/Schools/Fuel-up-to-Play-60)

# INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

## English Language Arts Standards for Grade 3 through Grade 5

Walking

<p><b>3.RF.1</b> Apply foundational reading skills to build reading fluency and comprehension.</p>	<p><b>4.RF.1</b> Apply foundational reading skills to build reading fluency and comprehension.</p>	<p><b>5.RF.1</b> Apply foundational reading skills to build reading fluency and comprehension.</p>	
<p><b>3.RN.1</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<p><b>4.RN.1</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p><b>5.RN.1</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.</p>	
<p><b>3.RV.1</b> Build and use accurately conversational, general academic, and content-specific words and phrases.</p>	<p><b>4.RV.1</b> Build and use accurately general academic and content-specific words and phrases.</p>	<p><b>5.RV.1</b> Build and use accurately general academic and content-specific words and phrases.</p>	
<p><b>3.W.1</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<p><b>4.W.1</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>	<p><b>5.W.1</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>	
<p><b>3.SL.1</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><b>4.SL.1</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><b>5.SL.1</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	
<p><b>3.ML.1</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.</p>	<p><b>4.ML.1</b> By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.</p>	<p><b>5.ML.1</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.</p>	


# INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

Science and Engineering Process Standards	Walking
<b>SEPS.1</b> Posing questions (for science) and defining problems (for engineering).	
<b>SEPS.2</b> Developing and using models and tools.	
<b>SEPS.3</b> Constructing and performing investigations.	
<b>SEPS.4</b> Analyzing and interpreting data.	
<b>SEPS.5</b> Using mathematics and computational thinking.	
<b>SEPS.6</b> Constructing explanations (for science) and designing solutions (for engineering).	
<b>SEPS.7</b> Engaging in argument from evidence.	
<b>SEPS.8</b> Obtaining, evaluating, and communicating information.	

# INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

Health and Wellness Standards	Walking
<b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
<b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
<b>Standard 3:</b> Students will demonstrate the ability to access valid information, products and services to enhance health.	
<b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
<b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.	
<b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	
<b>Standard 7:</b> Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.	
<b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family and community health.	

# INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

Physical Education Standards	Walking
<b>Standard 1:</b> The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.	
<b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
<b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
<b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
<b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	