

Math + Physical Education (Gymnastics) Lesson Plan

Grade:	1	Equipment Needed	Amount
Lesson:	3/5	• Cones	10
Skill Theme:	Patterns & Balance (Part 2)	• Hula Hoops	12
Class Length:	45 min	• Bean bags	12
# of Students:	18	• Blue folding mats	20
		• Benches (beams)	1
Facility:	Gymnasium		

Learning Objectives:

By the end of the lesson, students will be able to:

- reproduce, extend and match a given repeating pattern using numbers and actions while demonstrating proper balancing skills based on the teaching cues.

Prior Knowledge/Skills:

Lesson 1: Landing & jumping (180/360 jumps, Star Jumps, two feet to two feet, two feet to one foot & one foot to two feet)

Lesson 2: Rotation & basic balance skills (Stork Stand, Airplane, Air Chair & Double Stand Back-to-Back)

Stork Stand: standing with one's feet shoulder width apart, balancing on one foot with his/her arms tucked in like a stork's feathers.

Airplane: standing on one leg with arms out the sides, like a T, raising back leg as high as possible & keeping one's head up. Try not to lean forward.

Air Chair: Partners, facing each other, place toes against each other, grab hands, lean back slowly and pretend to be sitting on chairs using counterbalance with one's partner

(Double Stand) Back-to-Back: partners sit down back-to-back and lock elbows, placing feet flat on the ground in front. On the count of three push against each other's backs and attempt to stand up at the very same time.

Safety Issues:

The instructor should be aware of potential hazards for this lesson:

- Mats must be around benches
- Only 1 student on bench at one time
- An ambassador will be chosen in each group who will be responsible to monitor safety and behavior of their group members.

Prescribed Learning Outcomes:

Movement skills	B1	Move through general space while maintaining control (e.g., walking in a circle in the same direction)
	B3	Demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: -skip -gallap or slide -two-foot stop
Safety, fair play and leadership	C3	Work co-operatively with others during physical activity (e.g., taking turns, encouraging others)
Patterns & Relations	A1	Repeating patterns of two to four elements
	A2	Representation of pattern

Contribution to Physical, Cognitive and Affective Development:**Physical (Motor):**

- walking
- jumping / landing
- balancing
- rotation

Cognitive:

- thinking about the teaching cues
- self-awareness
- encouraging creativity
- activity requires group cooperation
- Working with patterns enhance the analytic, critical thinking, and visualization skills

Affective:

- students are divided into small groups
- respecting boundaries of other group's obstacle course
- turn taking, patience
- supporting others in their obstacle course
- self-motivation

Lesson Sequence and Instructional Strategies

(Setting the stage, instructional strategies & consolidation)

Warm-up Stretches

(2 min)

- Follow the leader around the gym on the line using the warm up exercises below.
 - Reach for the stars, reach for your toes
 - Go for a swim
 - Helicopter
 - Shake it Out
 - Turn to your neighbor and give them a high 10

* Have students line up behind the black line after warm-up

Procedure	Adaptations	Teaching Cues
Activity #1 : Callers & Helpers		
<p>Objective: Students will use their prior knowledge & skills on jumping and balance to participate in gymnastic students using different parts of their body while identifying patterns in their action (Reviewing previous learned skills before going into the activity).</p> <p>Set-Up: Designate a starting line at one end where students would line up and another line at the end of the gym where the “Caller” will stand</p> <p>Directions: The “Caller” calls out the instruction for the students to follow. Caller can say “go,” “stop,” or various balancing, jumping skills learned in the previous lessons such as “Airplane, Stork Stand, 180/360 Jump, Air Chair & (Double Stand) Back-to-Back. If the Caller calls out “go,” students can walk or run toward the Caller until the Caller calls out a different instruction and turns around. If a student isn’t following the instruction when Caller turns around, she/he is out and will have to line up with the Caller and become the “Caller Helper.” Once one of the students reaches the Caller, he/she can tag the Caller. When the Caller is tagged, students must run back to behind their starting line to avoid getting caught by the Caller and “Helpers” who are set free once the Caller is tagged. The last person to be tagged by the Caller is the next Caller.</p>	<p>Increase difficulty:</p> <p>*By having “Helpers” line up at the starting line instead of with the Caller, not only does it increase complexity but also all students will be encouraged to move away from the starting line and actively participate in the game.</p> <p>*Having more terms in the pattern of instructions will increase complexity.</p> <p>Reduce difficulty:</p> <ul style="list-style-type: none"> • Less terms in the pattern of instruction will decrease complexity • Having the “Helpers” line up with the “Caller” reduces difficulty as students can move towards the Caller at their own pace. Also with the Caller and Helpers at only at one end of the gym, students are not forced to move towards the other end of the gym. 	<p>(8 min)</p> <ul style="list-style-type: none"> • Tell class our focus for today is on reviewing jumping/landing, rotation & balance skill • Go over safety issues <ul style="list-style-type: none"> - Remind students to be aware of bleachers on the sides of the gym. - Remind students to watch for other students as they are carrying out instructions to avoid colliding with one another. • If needed, briefly remind students of jumping cues & balancing cues <p><u>Jumping Cues</u></p> <ul style="list-style-type: none"> - bend your knees before and after each jump - land on the balls of your feet - use your balance wings if you are about to fall - for Star Jumps, have your arms in a “V” above your head. <p><u>Balancing Cues</u></p> <ul style="list-style-type: none"> - focus ahead of you - one foot in front of the other - head up & chin up - use your balance wings → arms out like an airplane - practice balance walking: students will walk forward and back using the teaching cues

<p>*The Caller needs to keep in mind to call out the instruction in pattern. (Ex. "Go, Stop, Air Chair, Airplane, Go, Stop, Air Chair, Airplane, Go, Stop, Air Chair, Airplane" etc....)</p> <p>* Students also need to keep in mind of the instruction given and recognize how many terms are in the term and the core of the pattern. Before the start of a new round, students will be encouraged to share with the class the core and the number of terms in the pattern.</p>		<p>*Check for understanding: thumbs up if you understand, thumb to the side if you kind of understand, thumb down if you do not understand Thumb to the side/ thumbs down – find out the areas that they are confused and adjust accordingly (Formative assessment).</p>
Activity #2 – Obstacle Pattern Creation (33 min for Activity 2A & 2B)		
<p>A. Students will be expected to demonstrate their knowledge on patterns through creating an obstacle course focusing on balancing skills. Before students start creating their own obstacle course, student will be shown an example of an obstacle course created by the teacher. Students will be divided into three groups and each group will spend 1.5 minutes in each stations. Teacher's obstacle course will include following stations.</p> <p>Station 1: The Beam</p> <ul style="list-style-type: none"> ○ Walk across the bench demonstrating proper balance cues <p>Station 2: Hula Hoop Jump</p> <ul style="list-style-type: none"> ○ Using 2 feet jumps, students will from hoop to hoop. They can take multiple jumps inside the hoop to get to the other hoop, but cannot jump outside of the hoop. <p>Station 3: Bean Bag Balance</p> <ul style="list-style-type: none"> ○ Walk and balance a beanbag on their head from cone A to cone B. If the beanbag falls, pick it up, place on head and continue walking. You do not need to restart from cone A. <p>* Students will be asked if they can identify a pattern in teacher's obstacle course. <i>Answer: Pattern in the action (Walk in station 1, Jump in station 2, Walk in station 3)</i></p> <p>Activity 2A – 7 minutes</p> <p>B1. Class will be divided into two groups. One group will be required to incorporate Station 1 to their obstacle course. The other group will be required to incorporate at least</p>	<p>Increase difficulty:</p> <ul style="list-style-type: none"> • Having more stations will increase difficulty • Being required to include specific balance, jumping and rotation skills will increase difficulty • Hula hoops can be placed further away <p>Decrease difficulty:</p> <ul style="list-style-type: none"> • Having less stations will decrease difficulty • Having more choice to choose skills to incorporate into the obstacle course decreases difficulty. • Hula hoops can be placed closer together 	<ul style="list-style-type: none"> • Go over the safety and introduce new apparatus <p><u>Beam</u></p> <ul style="list-style-type: none"> ○ One person on each apparatus at a time ○ No pushing, no touching one another when you're trying to balance ○ Don't be afraid to ask for help if you need it ○ If you feel like you're going to fall, stop or slow down ○ No running on the beam <ul style="list-style-type: none"> • Emphasize to students that it's not a race. • Encourage students to think about patterns present in the obstacle. • If needed, briefly remind students of jumping cues & balancing cues again. • Ask students if they have any questions

one of Station 2 or 3 in addition to other obstacle courses. Students will be required to work together with their group members to create a patterned obstacle course with a minimum of 3 stations in 6 minutes.

2. When the time is up, students will have the chance to try the other group's obstacle course and identify & record the pattern that they observe (Time: 10 minutes). Students will also be encouraged to make a pattern in the order that they try out the stations. (Ex. Station 1, station 3, station 2, station 1, station 3, station 2 etc....)

3. Students will have a chance to come back to their own obstacle and try out their obstacle and reflect on the weaknesses and strengths (Time: 10 minutes)

Activity 2B – 23 minutes

Conclusion/Cool down: Pizza Stretch

(2 min)

Making a Pizza Stretch

- Sit in a circle on the floor in a V shape (hands - make a pizza)
- move to pike position (hands - watch pizza in the oven)
- move to butterfly position (hands - eat the pizza).

*Discuss the teaching cues used and the strategies for success.

Self Assessment (Summative Assessment)

(3 min)

Each student will receive 4 sticky notes with their names on it. Students will assess their overall performance on a particular skill and put their name on the rubric board accordingly. The rubric will be divided into 3 different levels; ok, good and great. For each aspect, written text and pictures will help students understand what it means to be ok, good or great.

References

Physical Education Grade 1 : Integrated resource package. (2006). Retrieved November 14, 2014, from https://www.bced.gov.bc.ca/irp/pdfs/physical_education/2006pek7_1.pdf

UBC Physical Education (Elementary and Secondary). (n.d.). Retrieved November 14, 2014, from <https://blogs.ubc.ca/ubcpe/elem-lesson-plans/>