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| **School & Teacher**  Gray’s Woods  Timothy, Bethany, Matthew | **Grade & Class: 5th grade** | **# of students:**  **8** | **Skill level:**  **Control/Utilization** |
| **Date of Lesson : November 30, 2011** | **Class period 3rd** | | **Lesson Length 40 min** |

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| **Unit Topic (Major Skill Theme and/or MC) :**  **Skill Theme: Balancing, Transferring Weight**  **Movement Concepts: Levels, pathways, personal and general space** | | **Lesson Focus:**  **Balancing, Transferring Weight, Taking weight on hands** | |
| **TEACHING Objectives : What pedagogy Skills to YOU want to implement in this lesson ?** | | | |
| **Tim – I would like to improve my demonstrations of tasks so that students better understand the activity.**  **Beth - I would like to improve giving positive specific congruent feedback to all students**  **Matt - I would like to improve on safety protocols and starting and stopping signals** | | | |
| **National and PA Standards Addressed** | | | |
| **NASPE:**  **Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**  **Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**  **PA:**  **10.4.6.A Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.**  **10.5.6.A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skills.** | | | |
| **Student Objectives (USE ABCD FORMAT as per HOPPLE)** | | | |
| **Psychomotor (with critical elements)** | **Cognitive** | | **Affective** |
| The students will correctly demonstrate 4 balances (two symmetrical, two nonsymmetrical) and 4 weight transfers (ex. Feet to hands) when working with a partner using gymnastics equipment and the cues “stillness” and ” tight muscles”. | Given a written assessment, the students will be able to distinguish between the critical elements of the forward roll. | | The students will communicate with constructive feedback to help classmates perform the skills accurately and safely. |
| **Equipment Needs** | | | |
| 4 floor mats, cones, polyspots, balance beam, hanging rope, jump rope, iHome (music), assessments, pencil tub and pencils for each student, posters created for each station. |  | |  |

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| **Content Development Overview** | | | | | |
| 1. **Instant Activity** | **Crab Walk Balance** | | | | |
| **B. Communicating purpose of the lesson** | **Explain how gymnastics is an Olympic sport, helps us achieve balance, and a better sense of how our body works.** | | | | |
| **Set up (organization of equipment and children)** | **Safety notes** | **Task** | **Cues** | **Challenge** | **Assmt. (if applicable)** |
| **All equipment will be set up from the beginning of class.**  **Total of three stations:**   1. **Travelling and Balancing in free space.** 2. **Transferring weight on mats.** 3. **Slanty Rope, Hanging Rope, Spring Board, and Balance Beam.** |  |  |  |  |  |
| **1. Scatter** | **Be sure children have head up while moving.** | 1. **Traveling and Stopping In Balanced Positions (control)** | **Stillness!**  **Tight Muscles!**  **Extend for balance!** | **Try and create 5 unique balances (variety)** | **Performance** |
| **2. Children Scattered** | **Be sure children have head up while moving.** | 1. **Traveling and Stopping In Balanced Positions (control)** | **Stillness!**  **Tight Muscles!**  **Extend for balance!** | **Try and hold your balance for 5 seconds without moving a muscle. (timing)** | **Performance** |
| **3. Children Scattered** | **Be sure children have head up while moving.** | 1. **Traveling and Stopping In Balanced Positions with symmetry/nonsymmetrical (control)** | **Stillness!**  **Tight Muscles!**  **Smooth transitions!** | **Try and create 2 different symmetrical balances (variety)** | **Performance** |
| **4 Children Scattered** | **Be sure children have head up while moving.** | 1. **Traveling and Stopping In Balanced Positions with symmetry/nonsymmetrical (control)** | **Stillness!**  **Tight Muscles!**  **Smooth transistions!** | **Try and create 2 different asymmetrical balances (variety)** | **Performance** |
| **5** Small mats scattered throughout the general space with sufficient room for safe space. In partners | **Enough space in between mats.**  **Be sure each set of partners has own mat.** | 1. **Transferring Weight to Hands across mats (control)** | **Strong Muscles!**  **Stretch your legs!** | **Try and hold your weight on your hands for 2 seconds (Timing)** | **Performance** |

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| **6** Spaced out at mats in partners. | **Enough space in between mats.**  **Be sure each set of partners has own mat.** | **6 Transferring Weight to Hands across mats (control)** | **Strong Muscles!**  **Stretch your legs!** | **With your partner, see who can hold the weight on their hands the longest (Keeping score)** | **Performance** |
| **7** Spaced out at mats in partners. | **Enough space in between mats.**  **Be sure each set of partners has own mat.** | **7 Transferring Weight to Hands across mats (control)** | **Strong Muscles!**  **Stretch your legs!** | **Try and land in 5 different spots on the floor (Variety)** | **Performance** |
| **8** Spaced out at mats in partners. | **Enough space in between mats.**  **Be sure each set of partners has own mat.** | **8 Transferring Weight to Hands across mats (control)** | **Strong Muscles!**  **Stretch your legs!** | **When you are comfortable taking weight on your hands and are landing safely, kick your legs higher to remain on your hands even longer. (Variety)** | **Performance** |
| **9** Small mats scattered throughout the general space with sufficient room for safe space. In partners. Green poly spots indicate where to roll from. | **Enough space in between mats.**  **Be sure each set of partners has own mat.** | **9 Transferring Weight by rolling across mats (control)** | **Rounded Back!**  **Tuck your head!**  **Push with your hands!** | **Try and role exactly the same way 5 times! (replay)** | **Performance** |
| This is the set up for the Slanty Rope, Balance Beam, Transferring Weight, and Rope Station: |  |  |  |  |  |
| 10 Space the balance beam out in general space. Put mats under the balance beam. | **Enough space in between apparatus.**  **Be sure each set of partners has own apparatus.** | 1. **Traveling along apparatus (Control) CM 387** | **Eyes forward**  **Extension** | **Try to walk across the balance beam without falling off in under 5 seconds**  **(timing)**  **For every time you walk across the balance beam without falling off give yourself 5 points, for every time you fall off subtract 1 point**  **(keeping score)** | **Performance** |
| 11Put mats under the hanging rope.  Use poly spot to show student waiting where to wait. | **Enough space in between apparatus.**  **Be sure each set of partners has own apparatus.** | 1. **Balancing on hanging ropes (Proficiency) CM 396** | **Tight muscles** | **How many different shapes can you make while hanging on the ropes**  **(variety)**  **Try to hold onto the rope while swinging for more than 10 seconds**  **(timing)** | **Performance** |
| 12 Space slanty rope in the general space | **Enough space in between apparatus.**  **Be sure each set of partners has own apparatus.** | 1. **Traveling by jumping (control) (Dr. Graham)** | **Bend your knees**  **Swing upward** | **Try to leap from side to side without hitting the rope 3 times in a row**  **(repetition)** | **Performance** |
| 13 Space the spring board, throughout the general space. Put mats under the landing box | **Enough space in between apparatus.**  **Be sure each set of partners has own apparatus.** | 1. **Jumping with a springboard (proficiency) (CM 370)** | **Push**  **Swing upward**  **Squash** | **Try to run and jump on and off the springboard making a variety of different shapes**  **(variety)** | **Performance** |
| **D. Closure: Review cues for balancing and transferring weight. Scaffold outside of class!** | | | | | |

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| **E: Post-Lesson Reflection :** |

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| **Content Development Overview: DETAIL** | | | | | |
| 1. **Instant Activity** | **Crab Walk Balance – Matt’s students, Beth’s students, and Tim’s students will each be their own team. Each team will have a hula-hoop full of bean bags. When I say “Go”, all members of each team will crab walk to another team’s hula-hoop and take ONE beanbag and place it on their belly. They need to keep it on their belly the whole crab walk back to their own hula-hoop and place it in their teams hoop. If the beanbag falls off, the student will stand up and return the beanbag to its original hoop, walk back to their team’s hula-hoop and begin crab walking again.** | | | | |
| **B. Communicating purpose of the lesson** | **The activity we just completed had a lot to do with taking our weight on our hands and feet and balancing. Can you think of other activities that require us to balance in different ways than just two feet? How about gymnastics? Gymnastics requires a great deal of balancing and transferring weight. Today, we are going to be gymnasts and really focus on practicing these skills.** | | | | |
| **Set up (organization of equipment and children)** | **Safety notes** | **Task** | **Cues** | **Challenge** | **Assmt. (if applicable)** |
| **All equipment will be set up from the beginning of class.**  **Total of three stations:**   1. **Travelling and Balancing in free space.** 2. **Transferring weight on mats.** 3. **Slanty Rope, Hanging Rope, Spring Board, and Balance Beam.** |  |  |  |  |  |
| **1. Children Scattered throughout general space** | **Heads Up** | 1. **Traveling and Stopping In Balanced Positions (control) CM 380**   At this station, we are going to start off with basic movements about the gym. When you hear the music stop, freeze and create a balance with two hands on the floor and one foot. Start when you hear the music. | **Stillness**  **Tight Muscles** | **Create 5 unique balances (variety)** | **Performance** |
| **2. Children Scattered throughout general space** | **Heads Up** | 1. **Traveling and Stopping In Balanced Positions (control) CM 380**   This time we are going to change the way we move about the gym. If you ran before, skip or gallop. When the music stops create a balance with 4 body parts as bases of support. | **Stillness**  **Tight Muscles** | **Hold your balance for 5 seconds. (timing)** | **Performance** |
| **3. Children Scattered throughout general space** | **Heads Up** | 1. **Traveling and Stopping In Balanced Positions with symmetry/nonsymmetrical (control) CM 380**   Can anyone tell me the difference between symmetrical and asymmetrical shapes? Good, symmetrical is the same on both sides and non-symmetrical is not. This time, our balances are going to be symmetrical or non-symmetrical. When the music starts begin traveling through the room a different way than before. When you hear the music stop, freeze and make a symmetrical shape. | **Stillness**  **Tight Muscles** | **Create 2 different symmetrical balances (variety)** | **Performance** |
| **4 Children Scattered throughout general space** | **Heads Up** | 1. **Traveling and Stopping In Balanced Positions with symmetry/nonsymmetrical (control) CM 380**   (Teacher demo non-symmetrical shape)  Now when you hear the music, freeze and make a non-symmetrical shape. If you want to do one at a high level, try and make it very high, if not try to make one at a level as low as possible. | **Stillness**  **Tight Muscles** | **Try and create 2 different asymmetrical balances (variety)** | **Performance** |
| 1. Partners scattered throughout general space. | **Enough space in-between partners** | 1. **Balancing with support of a partner (proficiency) CM 396**   Put students into partners. Working with this partner, create a balance that shows one narrow and one wide shape. When you are sharing weight between you and your partner, this is called a counterbalance. You must be using your partner’s weight to help support you. Start when you hear the music.  End of station | **Stillness**  **Tight Muscles** | **Try and hold your balance for 5 seconds! (timing)** | **Performance** |
| 1. Small mats scattered throughout the general space with sufficient room for safe space. Green Poly spots mean side where to roll from. | **Enough space in between mats.**  **Be sure each set of partners has own mat. One partner at a time.** | 1. **Transferring Weight with a rolling action (control) CM 404**   At this station, we are now going to incorporate transferring weight across mats. Who knows how to do a pencil roll? (Student demonstration). Put 2 students to each mat. One partner will start by doing a pencil roll across the mat. Once that partner is finished, the other partner may go. When I say go, you may begin. Go. (Freeze is stopping signal they are accustom to). | **Straight body**  **Stretch your legs**  **Feet together** | **Try to pencil roll perfectly across the mat 3 times in a row (repetition)** | **Performance** |
| 1. Small mats scattered throughout the general space with sufficient room for safe space. Green Poly spots mean side where to roll from. | **Enough space in between mats.**  **Be sure each set of partners has own mat.** | 1. **Transferring Weight with a rolling action (control) CM 404**   Who knows how to do a log roll? (Student demonstration). Put 2 students to each mat. One partner will start by doing a log roll across the mat. Once that partner is finished, the other partner may go. When I say go, you may begin. Go. (Freeze is stopping signal they are accustom to). | **Straight body**  **Stretch your legs**  **Feet together** | **Try to log roll perfectly across the mat 3 times in a row (repetition)** | **Performance** |
| 1. Small mats scattered throughout the general space with sufficient room for safe space. Green Poly spots mean side where to roll from. | **Enough space in between mats.**  **Be sure each set of partners has own mat.** | 1. **Transferring Weight with a rolling action (control) CM 404**   Who knows how to do a shoulder roll? (Student demonstration). Put 2 students to each mat. One partner will start by doing a shoulder roll across the mat. Once that partner is finished, the other partner may go. When I say go, you may begin. Go. (Freeze is stopping signal they are accustom to). | **Drop**  **Tuck**  **Roll** | **Try to shoulder roll perfectly across the mat 3 times in a row (repetition)** | **Performance** |
| 1. Small mats scattered throughout the general space with sufficient room for safe space. Green Poly spots mean side where to roll from. | **Enough space in between mats.**  **Be sure each set of partners has own mat.** | 1. **Transferring Weight with a rolling action (control) CM 404**   Who knows how to do a forward roll? (Student demonstration). Put 2 students to each mat. One partner will start by doing a forward roll across the mat. Once that partner is finished, the other partner may go. When I say go, you may begin. Go. (Freeze is stopping signal they are accustom to). | **Hands**  **Lean**  **Hike**  **Look**  **Tip** | **Try to forward roll perfectly across the mat 3 times in a row (repetition)** | **Performance** |
| 1. **Space the balance beam throughout the general space. Put mats under the balance beam.** | **Enough space in between apparatus.**  **Be sure each set of partners has own apparatus.** | 1. **Traveling along apparatus (Control) CM 387**   At this station we will be learning how to interact with some gymnastics equipment. To start off we have the balance beam. Considering we have multiple apparatus we have posters explaining the tasks you can perform on them. Please start with the first task and progress your way down the list. I will demonstrate each task quickly. (teacher demonstration)   * Balance walking forward * Walk forwards and turn around on the beam * Walk forwards and hold a balance pose sometime during the beam * Walk backwards * Walk on beam hopping over objects (beanbags) * Walk beam and climb through a hula-hoop | **Eyes forward**  **Extension** | **Try to walk across the balance beam without falling off in under 5 seconds**  **(timing)**  **For every time you walk across the balance beam without falling off give yourself 5 points, for every time you fall off subtract 1 point**  **(keeping score)** | **Performance** |
| 1. **. Put mats under the rope for safety.**   **Use polyspot to show waiting student where to wait safely.** | **Enough space in between apparatus.**  **Be sure each set of partners has own apparatus.** | 1. **Balancing on hanging ropes (Proficiency) CM 396**   Over here we have the ropes. Considering we have multiple apparatus we have posters explaining the tasks you can perform on them. Please start with the first task and progress your way down the list. I will demonstrate each task quickly. (teacher demonstration)   * Support your weight with both hands on the rope; hold for as long as you can * Try to make a symmetrical shape * Try to make a non-symmetrical shape | **Tight muscles** | **How many different shapes can you make while hanging on the ropes**  **(variety)**  **Try to hold onto the rope while swinging for more than 10 seconds**  **(timing)** | **Performance** |
| 1. **Space the slanty rope throughout the general space. .** | **Enough space in between apparatus.**  **Be sure each set of partners has own apparatus.** | 1. **Traveling by jumping (control) (Dr. Graham)**   Here is a different rope. This activity is called slanty ropes. The rope is bent in this shape to offer a teaching by invitation. Students can stand where the rope is close together or far apart. They must jump, leap, or hop over the rope. Considering we have multiple apparatus we have posters explaining the tasks you can perform on them. Please start with the first task and progress your way down the list. I will demonstrate each task quickly. (teacher demonstration)   * Jump from any spot on the rope, but make sure you stick the landing * Leap from one foot to the other over the rope * Hop from one foot to the same foot, over the rope | **Bend your knees**  **Swing upward** | **Try to leap from side to side without hitting the rope 3 times in a row**  **(repetition)** | **Performance** |
| 1. **Space the balance beam, Ropes, spring board, and slanty rope throughout the general space. Put mats under the balance beam, and ropes, as well as after the spring board.** | **Enough space in between apparatus.**  **Be sure each set of partners has own apparatus.** | 1. **Jumping with a springboard (proficiency) (CM 370)**   Here is a spring board. Considering we have multiple apparatus we have posters explaining the tasks you can perform on them. Please start with the first task and progress your way down the list. I will demonstrate each task quickly. (teacher demonstration)   * Run and jump from two feet to two feet * Run and jump two feet to one foot * Run and jump and spin in the air. Please stay under control | **Push**  **Swing upward**  **Squash** | **Try to run and jump on and off the springboard making a variety of different shapes**  **(variety)** | **Performance** |
| **D. Closure: Once the stations have been completed, the students will bring it in in a circle for the closure. Class, you did a great job working on balance and weight transfer today! Can someone tell me** **what’s important to remember when we are balancing? And can someone new tell me the difference between symmetrical and asymmetrical after making those shapes today? Now, we had some good practice balancing and transferring weight so I encourage you to try some of these activities that we did today at home with parental supervision. And if you really enjoyed doing some of these gymnastics tasks I recommend you joining one of the boys or girls gymnastics club around here!** | | | | | |

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| **E. Reflection: Comments after delivery of lesson: (TO BE COMPLETED AFTER YOU TEACH ONLY) Overview** (how did it go? Your general impression);  **Pedagogy Aspects** (e.g., about setting up equipment, managing students);  **Content**: (e.g., about task progressions and how students responded);  **Personal thoughts** (e.g. about events that occurred, the children, behavior etc)  **Future Considerations** (What would you do differently if you had the chance to teach this lesson again?) |

**Checking For Understanding: assessment used at the one station!**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partner’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Gymnastics Partner Check-List***



**Directions:** With your partner, as the coach, you will check-off the following items for the correct form of the forward roll. Please put a check mark  next to each element completed.

**Forward Roll:**

\_\_\_\_\_\_ remained in a tucked position.

\_\_\_\_\_\_ kept their chin to their chest.

\_\_\_\_\_\_ pushed evenly with both feet.

\_\_\_\_\_\_ reached forward coming out of the roll.

\_\_\_\_\_\_ landed on their feet.

\_\_\_\_\_ / \_\_\_\_\_ (For teachers use only!)

**Additional Feedback:** (what did they do well or need to improve on)