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| **Gymnastics Unit: Kindergarten**  **Kennedy Carpenter** | | | | | |
| **Overview:** This unit is designed to promote the healthy growth and development of the children through locomotor and nonlocomotor movements. Through the motivation of gymnastics students will develop a skills and attitudes that will eventually lead to an active and healthy lifestyle. | | | | | |
| **Rationale:** In this unit there are multiple gymnastics type activities students will participate in to develop coordination, balance and stability. These activities are done through new and exciting games to enhance children’s motivation and participation. I also incorporate object games such as ball, scooters, hulahoops, etc. to widen the topics surrounding physical activity. Kindergarten is so complex and requires a lot of flexibility. By including ball games and other cooperative learning games students will stay motivated while learning an abundance of key objectives at the same time. Due to the thematic approach to Kindergarten I include various physical education topics merging into one. Each say will start with the daily routine of entering the gym and running around the ‘ice rink’, ‘racetrack’, etc. before starting a warm up activity, followed by the main activity, ending with a cool down. This way the students have structure and repetition. This unit will be for six DPA days (2 weeks). Assessment will be done through observations, notes, and checklists. | | | | | |
| **Objectives:**   |  |  | | --- | --- | | GLO | SLO | | **A:** *Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits. | A K-1: experience and develop locomotor skills through a variety of activities.  A K-3: experience and develop nonlocomotor skills through a variety of activities  A K-10: demonstrate body and space awareness when performing space awareness games  A K-12: experience educational gymnastics; e.g. exploring the use of different body parts, types of effort, space and relationships | | **B:** *Students will* understand, experience and appreciate the health benefits that results from physical activity. | B K-2: recognize improvement in physical abilities  B K-6: experience how physical activity makes one feel | | **C**: *Students will* interact positively with others. | C K-5: display a willingness to play alongside others | | **D**: *Students will* assume responsibility to lead an active way of life. | D K-2: participate with effort in physical activities.  D K-4: participate in safe warm-up and cool-down activities  D K-5: experience moving safely and sensitively through all environments; e.g., movement activities. | | | | | | |
| **Resources:** Alberta Program of Studies  PE Central: <http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=11739#.WFrsbhQoGFI> (welcome to the jungle lesson)  <http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=7322#.WFrsyBQoGFI> (snowflake snow flake)  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6263#.WFtODxQoGFI> (gymnastics)  <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8803#.WGVF8xQoElI> (Yoga) | | | | | |
| **Lesson Number** | **Learning Outcomes** | **Learning Activities** | **Assessment** | **Safety** | **Equipment** |
| Lesson 1 | AK-1  BK-6  DK-4 | Students will…  LO 1 (AK-1): demonstrate a variety of locomotor movements (running, skipping, hoping, etc.)  LO 2 (BK-6): express how movements make them feel (increase heart rate, sweating, happy, etc.)  LO 3 (DK-4): Participate in warm up and cool down activities  1. Routine entrance  2. WU; Snow flake snow flake  3. Movement games  -include games from welcome to the jungle (animal movements)  -Fishy little fishy  -What time is it Mr. Wolf (roll style)  4. Cool down | Observation | Space Awareness  Teach proper rolls  Teach how to fall properly | Pylons  Mats |
| Lesson 2 | AK-10  DK-2 | Students will…  LO 1 (AK-10): demonstrate body and space awareness through games  LO 2 (DK-2): show effort in activities  1. Routine entrance  2. WU game  -Follow & Freeze  3. Ball games  -Popcorn  -Balloon Volleyball  -Catching and Throwing  4. Cool Down  -Alphabet stretches | Observation  Notes | Space Awareness  Equipment awareness | Balls  Hula Hoops  Balloon/Beach ball  Rackets |
| Lesson  3 | AK-12  CK-5 | Students will…  LO 1 (AK-12): explore movements of body parts (levels, effort) through a variety of activities  LO 2 (CK-5): play well with others (share, be positive, be kind, etc.)  1. Routine entrance  2. WU game  -Follow and Freeze  -Jumps  3. Welcome to the Jungle  -Frog: jump from lily pad to lily pad (poly spots)  -Caterpillar: put each foot on a bean bag and slide feet into hands like a caterpillar inching along  -Flamingo: balance on one foot, stretching the quads Note: This could be used as a "rest" station. Students may need a wall nearby to assist with balance.  -Snake: slither like a snake under hurdles (or jump ropes hung from cones)  -Horse: gallop and leap over the hurdles  -Kangaroo: jump with a hula hoop as if jumping rope  -Fish: lay on a scooter, abdomen down, and pretend to swim  3. Cool down (alphabet stretches) | Observation | Space Awareness  Equipment awareness | Hula Hoops  Bean bags  Skipping ropes  Pylons  Scooters |
| Lesson  4 | AK-10  BK-2 | Students will…  LO 1 (AK-10): demonstrate space and body awareness through gymnastics movements  LO 2 (BK-2): understand changes in their physical abilities (stretch further, better at this movement)  1. Routine entrance  2. WU game  -Octopus  3. Welcome to the Jungle - Obstacle course  3. Cool down (alphabet stretches) | Observation  Notes | Space awareness  Equipment awareness | Hula Hoops  Bean bags  Skipping ropes  Pylons  Scooters |
| Lesson  5 | AK-3  DK-5 | Students will…  LO 1 (AK-3): experience and develop nonlocomotor skills through yoga  LO 2 (DK-5): demonstrate safe and sensitive movements during yoga  1. Routine entrance  2. WU game  -Popcorn  3. Yoga  -Leaves Blow - students move as leaves floating and spinning in the air throughout general space. (leaves can zig zag or move in curved path)  -Scarecrow - students freeze like a scarecrow with arms out, feet apart.  -Pumpkin Patch - students make a round shape on the floor.  -Trees - students balance on one foot with hands on hip or in air (more difficult) as in the "tree" yoga pose.  -Leaves Fall - students gently fall to floor on stomaches(wide shapes or narrow shapes).  -Leaping Leaf Piles - students can pretend to leap imaginary leaf piles around the room.  -Raking leaves - students pretend to rake leaves into a big leaf pile.  -Squirrels in the Trees-Students gather in pairs. One student stands with feet apart. Second student is on hands and knees between partners feet.  -Leaf Piles - when the teacher calls out "leaf piles" followed by a number like 3 or 4 and students gather together in that number.  4. Group discussion about yoga poses, feelings, benefits of physical activity | Observation | Space awareness | Mats  Balls |
| Lesson  6 | AK-12  DK-2 | Students will…  LO 1 (AK-12): demonstrate gymnastic movements through the use of their body and environment  LO 2 (DK-2): show effort and improvement in gymnastic movements (ex. improve a roll)    1. Routine entrance  2. WU game  3. Gymnastic game (rolls, balancing, etc.)  4. Yoga  -*I am Yoga* book  -Alphabet Yoga | Observation | Space Awareness | Mats |

**Assessment for Gymnastics Morning Class**

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| **Alena** | **Alissandra** | **Chloe** | **Daniel** |
| **Eco-Lynn** | **Emry** | **Hank** | **Hoda** |
| **James** | **Knox** | **London** | **Mady** |
| **Maygen** | **Navie** | **Robbie** | **Ryan** |
| **Rylan** | **Sadie** | **Sam** | **Shyla** |
| **Sully** | **Torin** |  |  |

**Assessment for Gymnastics Afternoon Class**

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| **Alatise** | **Ayla** | **Brody** | **Denver** |
| **Diesel** | **Emily** | **Ethan** | **Faith** |
| **Hank** | **Hayley** | **Jack** | **Jaxson** |
| **Kade** | **Khloey** | **Luca** | **Maggie** |
| **Makenzie** | **Mary** | **Maygen** | **Parker** |
| **Stella** | **Torin** |  |  |