**PE Lessons Plans**

11/29-12-17

**Unit Overview/Summary**  
**Rolling** (K.1G, 1.L013, 2.1H, 3.1F, 4.L009, 5.1F)  
**Balance** (K.1D, K.1E, 1.1C, 1.2B, 2.1E, 2.3D, 3.1D, 3.1G, 4.1E, 4.1G, 5.1D, 5.1G)

3- ninja warrior stations + backward roll /shoulder roll CURL UP TEST??? SELF ASSESSMENT

add straddle roll for students that are good at forward roll

4- PACER/ after: rolling tag

5- PUSH UP TEST??? holiday

6- holiday

FREE DAYS:

* mats for rolls/gymnastics
* peg boards
* pull up bars
* balance beams

options:

flamingo tag

Nov. 29-30

| Rolling and balancing stations |
| --- |
| Stations (cones at each station for lines). Students will rotate through all of the stations 1 time each. If there’s time at the end, they can choose a station they’d like to go back to.  **balance beam (1)**   * Equipment: 3 balance beams set up (3 cones)   Students will practice walking forward and sideways down the balance beam. 2nd-5th: can also practice backwards and spinning while on the balance beam.  **pencil roll/log roll (2)**   * equipment: 2 2-block mats set up (2 cones)   Students will practice a log roll (arms by side), pencil roll (arms by ears)  **peg boards (3)**   * equipment: 3 mats under the boards (3 cones)   **pull up bar (4)**   * equipment: 2 mats under the bars (2 cones)   **side roll/egg roll (5)**   * 2 2-block mats set up (2 cones)   **bouncers K-1 (6)**   * equipment: 3 bouncers, 3 cones. 3 rings.   Students will stand in front, pull handle between legs, and sit on the bouncer. They will bounce around the cone and back to their partner.  **jump rope skills 2-5 (6)**   * equipment: 8 jump ropes.   Students will practice single foot jump roping x10 each foot.  Jump rope progression:   1. 10 in a row regular 2. 5 in a row each foot 3. 10 in a row each foot 4. switching back and forth with 10 in a row each foot   **cartwheel/handstand (7)**   * equipment: 2 cones (1 labeled cartwheel, 1 labeled handstand).   Students will practice a cartwheel (or a side hop with hands on the ground) and handstands (or a donkey kick)  **forward roll (8)**   * equipment: rainbow mat, red/white mat (2 cones)   Students will practice a forward roll. If they are able to get it on their own, they can go to the other mat that I will not be at.  Forward roll:   1. Squatting position with knees between arms 2. Chin tucked to chest 3. Hand on ground, shoulder width support 4. Push off ground equally with both legs 5. Roll onto shoulders 6. Try to land on feet   What I say to students: HANDS, TUCK, PUSH    Gym set up: the bottom of the picture is the front of the gym. |

Dec. 1-2 (SUB bc TAHPERD)

| Rolling and balancing stations |
| --- |
| Stations (cones at each station for lines). Students will rotate through all of the stations 1 time each. If there’s time at the end, they can choose a station they’d like to go back to.  **balance beam (1)**   * Equipment: 3 balance beams set up (3 cones)   Students will practice walking forward and sideways down the balance beam. 2nd-5th: can also practice backwards and spinning while on the balance beam.  **pencil roll/log roll (2)**   * equipment: 2 2-block mats set up (2 cones)   Students will practice a log roll (arms by side), pencil roll (arms by ears)  **peg boards (3)**   * equipment: 3 mats under the boards (3 cones)   **pull up bar (4)**   * equipment: 2 mats under the bars (2 cones)   **side roll/egg roll (5)**   * 2 2-block mats set up (2 cones)   **bouncers K-1 (6)**   * equipment: 3 bouncers, 3 cones. 3 rings.   Students will stand in front, pull handle between legs, and sit on the bouncer. They will bounce around the cone and back to their partner.  **jump rope skills 2-5 (6)**   * equipment: 12 jump ropes.   Students will practice single foot jump roping x10 each foot.  Jump rope progression:   1. 10 in a row regular 2. 5 in a row each foot 3. 10 in a row each foot 4. switching back and forth with 10 in a row each foot   **cartwheel/handstand (7)**   * equipment: 2 cones (1 labeled cartwheel, 1 labeled handstand).   Students will practice a cartwheel (or a side hop with hands on the ground) and handstands (or a donkey kick)  **forward roll (8)**   * equipment: rainbow mat, red/white mat (2 cones) BECAUSE I WILL BE GONE, IF THEY DON’T FEEL COMFORTABLE DOING A FORWARD ROLL BY THEMSELVES WITH NO HELP, THEY ARE TO DO A SIDE ROLL OR EGG ROLL   Forward roll:   1. Squatting position with knees between arms 2. Chin tucked to chest 3. Hand on ground, shoulder width support 4. Push off ground equally with both legs 5. Roll onto shoulders 6. Try to land on feet   What I say to students: HANDS, TUCK, PUSH |

Dec. 3 (SUB), 10, 17

| Fitness Fun Friday |
| --- |
| K-2 FITNESS: something to do with gymnastics/balance (videos)  3-5 FITNESS: ninja warrior balance (videos?)  **Free choice stations:**   * peg boards * pull up bars * mats laid out to practice rolls (2 panel mats)   + forward roll (2)   + backward roll (1)   + side/egg roll (1)   + pencil/log roll (1) * swinging rope * climbing rope * rock wall * balance beam * spin jammers * jump ropes * cartwheel/handstand practice |

Dec. 6-7

| K-1 rolling and balancing skill practice, R&B tag | 2-5 rolling and balancing skill self-assessment, R&B tag |
| --- | --- |
| Skills: (equipment per team: 3 piece mat)   * log roll * pencil roll * egg roll * side roll * forward roll * backward roll (shoulder roll) * cartwheel   NEW SKILL: BACKWARD ROLL   1. Hug knees, tuck chin and roll back and forth 2. Knees in, arms out wide (slap floor) 3. One arm out, kick same foot over that arm, touch toe to mat 4. Do backward shoulder roll and land on knees or feet   **Rolling tag:** equipment per team- 3 piece mat, 1 tagger  If you get tagged, you have to do a rolling skill or 10 single foot hops (both feet) | START WITH CURL UP TEST:  Skills: (equipment per team: 3 piecs of mat… might need to combine some)   * log roll * pencil roll * egg roll * side roll * forward roll * backward roll (shoulder roll) * cartwheel   NEW SKILL: BACKWARD ROLL   1. Hug knees, tuck chin and roll back and forth 2. Knees in, arms out wide (slap floor) 3. One arm out, kick same foot over that arm, touch toe to mat 4. Do full backward roll over one shoulder   Self assessment: <https://docs.google.com/document/d/1CKnWJEYayIdMc2561NUaRdb3yhpBQ2w8ZUx-BWL2AJE/edit?usp=sharing>  Students will assess their skills on a 0-4 scale. After practicing each skill, they will read the descriptions for the number rubric and decide where they are 0-4.  **Rolling tag:** equipment per team- 3 piece mat, 1 tagger  If you get tagged, you have to do a rolling skill or 10 single foot hops (both feet) |

Dec. 8-9

| K-1 rolling tag, NINJA WARRIOR STATIONS | 2-5 PACER |
| --- | --- |
| NINJA WARRIOR STATIONS:   1. Roll then jumping over a river (red/blue): equipment per class: 2 jump ropes 2. Roll then jumping on the tops of buildings (yellow/purple)- equipment per class: 6 hula hoops 3. roll then ninja balance (orange/green)- equipment per class: 1 balance beam and 1 pool noodle   [Make signs for station 1 (log and pencil), station 2 (egg and side), and station 3 (forward and backward) [x2]](https://docs.google.com/document/d/1wdl5sXHtcQ_Lw4Psm2ycM8azgMewvbV9sOX6uEyAWTg/edit?usp=sharing)  Rolling Skills: (equipment per team: 3 piece mat)   * log roll * pencil roll * egg roll * side roll * forward roll * backward roll (shoulder roll)   **Rolling tag:** equipment per team- 3 piece mat, 1 tagger  If you get tagged, you have to do a rolling skill or 10 single foot hops (both feet) | Dynamic warm up: Tootsie slide   * opposite toe touches * TS then 4 knee pulls * Frankenstein kicks * Quad stretch * TS then 4 knee pulls * 10 trunk twist * 4 long runner’s lunge * side lunge with pause (4) * TS then 4 knee pulls * High knees * butt kicks * TS then 4 knee pulls * Calf stretch- each   Pacer: 12 students at a time. Students on either end of the line to watch for mistakes. Holding up a 1 after first mistake. Then stopping after a second mistake. Groups of 3-4. Must have at least 3.   * Students running are 6 feet apart and can have their mask off. * Students will report their OWN number to me. I will document them here <https://docs.google.com/presentation/d/1OwL0cKexVkVG-O9IEepZ9FGEAj5Jh4s8CPyHIVjEeYo/edit?usp=sharing>   If there’s time after PACER, we will talk about goals we set and play Sleepy Alligator. |

Dec. 13-14

| holiday |  |
| --- | --- |
|  |  |

Dec. 15-16

| holiday |  |
| --- | --- |
|  |  |

Rolling

**K.1G**roll sideways (right or left) without hesitating.

* perform rolling sideways without hesitating including: right and left (pencil & log roll); backwards & forwards (rocking chair) and egg roll using various mats/wedges/tumbling aids

**1.L013** demonstrate a smooth transition from one body part to the next in rolling activities, such as side roll and log rolls

* perform rolling sideways without hesitating including right and left (pencil and log roll), backwards and forwards (rocking chair) and egg roll using various mats/wedges/tumbling aids.

**2.1H**demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position.

* perform body rolling activities such as: side roll, log roll, forward/backward roll with spotters

**3.1F**demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls.

* perform rolling skills from different starting positions such as: straddle, knees and sitting

**4.L009** demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls.

* perform rolling skills from different starting positions.

**5.1F** combine traveling and rolling with smooth transitions.

* practice combining locomotor movements with various rolls such as log, egg, and forward rolls

Balance

**K.1D** maintain balance while bearing weight on a variety of body parts.

* maintain balance while bearing weight on single & multiple body parts

**K.1E**walk forward and sideways the length of a beam without falling.

* walk forward and sideways: on a line on the floor (tape mark, speed rope); on a board on the floor, vary widths and lengths of board; on a beam not to exceed 4"-12" with a spotter; and on a low beam independently

**1.1C** demonstrate control in balancing and traveling activities.

* apply body management skills in activities such as:
  + 1. balancing on single and multiple body parts
    2. balancing for a specific amount of time
    3. maintaining personal space while moving

**1.2B** demonstrate a base of support and explain how it affects balance.

* discuss a base of support and how to transfer body weight such as:

1. shifting balance from two feet to one foot using arms out to side
2. selecting a focal point
3. making bridges from different body parts

**2.1E**demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support.

* demonstrate balance in symmetrical (even base of support) and nonsymmetrical (uneven base of support) shapes from various bases of support.

**2.3D** lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

* practice fitness test components such as push ups, curl ups, vertical jumps and pull ups

**3.1D** demonstrate moving in and out of a balanced position with control.

* execute and control transfer of weight while moving in and out of a balance position including: hop, jump, mount and dismount (ex. boxes, benches, steps & beams)

**3.1G** transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam.

* demonstrate safe transfer on and off equipment looking for proper technique such as: proper weight transfer from upper to lower; body alignment (bending of knees & protection of back); visual judgment

**4.1E** perform sequences that include traveling, showing good body control combined with stationary balances on various body parts.

* demonstrate body control through various stationary balances on various body parts such as: in a rhythmic dance or gymnastics routine on floor or beam

**4.1G** transfer weight along and over equipment with good body control.

* demonstrate good body control as weight is transferred along and over equipment such as: balance beams and vaulting equipment and step benches

**5.1D** demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates.

* demonstrate controlled balance in a variety of activities such as: scooters, balance boards, skate boards, and in-line skating

**5.1G** combine weight transfer and balance on mats and equipment.

* participate in activities that include weight transfer and balancing, such as: individual and partner stunts, tumbling, and the use of balancing equipment (balance boards, beams, boxes, etc)