

Physical Education Gymnastics Unit Plan

Grade Level(s) Grades 3-6

Duration of Unit: 8 lessons (more lessons might be needed for performances)

Specific Learning Outcomes <i>By the end of this unit, students will be able to:</i> <ul style="list-style-type: none"> • Demonstrate balances, different types of rolls, jumping and landing properly • Show cooperation, teamwork, effort and safety 				
Assessments (Formative & Summative) <ul style="list-style-type: none"> • LEAPP Daily Mark • What do we know about gymnastics? • Balance skills checklist • Rolling and Tumbling Rating Scale • How did I do at the tasks today? • Create a Routine Handout • Cooperation, Effort and Safety End of Unit Self-Assessment (Google Form or print copy) 				
Physical Literacy Environments (Select all that apply): <input checked="" type="checkbox"/> Land <input checked="" type="checkbox"/> Air <input type="checkbox"/> Water <input type="checkbox"/> Snow <input type="checkbox"/> Ice				
Teaching and Learning Activities				
Lesson 1 RPS Blitz Shoot and Score Mini-Golfnastics Stretch it Out	Lesson 2 Flip Flop Rolling and Tumbling Walk and Stretch	Lesson 3 Bridge/Balance Tag Partner Gymnast BINGO Cat/Cow Stretch	Lesson 4 Snake Pit Routine Relay Share Back	Lesson 5 GymTAGnastics Routine Development Partner/Group Appreciation
Lesson 6 Tag Game Routine Development Cont'd... Stretch and Talk	Lesson 7 Warm-Up Activity Performances Rounds of Applause	Lesson 8 Mission Impossible Explanation Mission Impossible Obstacle Course Share Back	Lesson 9	Lesson 10
Resources/Equipment Cut pool noodles for tag Pylons Mission Impossible equipment Mats Handouts (see lessons)				
Additional Curriculum areas <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Learning Languages <input type="checkbox"/> Social Studies <input type="checkbox"/> Arts <input type="checkbox"/> Science <input type="checkbox"/> Mathematics <input type="checkbox"/> English			Achievement Objective(s) to be assessed: <i>Students will:</i> If video is used, some technology outcomes could be achieved in this unit.	

Dimension (circle one): Types of Gymnastics, Dance, Games, Individual Activities, Alternative Environment

Physical Education Lesson Plan # 2 of 8

Grades: 3 - 6 Unit: Gymnastics Date: _____

Introduction/Warm Up:

Flip Flop

Equipment: Music & music player, Move & Play Through Physical Literacy Cards, obstacle-free space

Organization: The object of *Flip Flop* is to warm up the large muscle groups. Invite students to stand beside a partner. Choose one partner to be “A” and the other to be “B”. Partner “A” chooses to go into a front, back or side support position while the other partner moves around the playing area using a locomotor skill other than running. When the locomotor partner reaches someone in a support position, he/she travels around him/her which in turn, flips or flops the student in the support position to a new support position. After 1-2 minutes of play, switch roles.

Assessment (Formative and/or Summative):

Observe students for cooperation skills. Consider using the cooperation checklist attached.

Learning Activities/Teaching Strategies:

Rolling and Tumbling

Equipment: Mats (1 per group of 2-3)

Organization: See below.

Rolling Practice 1: Students use their mats in groups of 3-4 to practice two rolls; log roll and pencil roll (see pictures below). To teach the **pencil roll**, use the following cues: lie flat on the mat and make your body as straight as a pencil. Lift arms over your head and touch hands together to make the pencil looking top. (Note: arms should cover ears). Make an “eraser” with your feet by putting them together. Roll straight down the mat just as a pencil would. Feel free to show the kids a pencil and demonstrate how a pencil looks as it rolls down a mat. To teach the **log roll**, use the following cues: lie flat on the mat and make your body as straight as possible. Cross your arms over your chest (give yourself a hug) or place your arms tightly at your sides. Keep your body straight as you roll like a log down the mat. You can show the students a picture of a log as a visual.

Roll, Run, Leap: A video of this activity can be found @ <http://carly3.blogspot.ca/2013/02/pe-tumbling-body-bowling-scooter-game.html>. Students work in groups of 3 or 4. Each group has a flat mat. Students do a log or pencil roll to the end of their mat. While this person is rolling, the next person in line lays on the mat and gets ready for a log or pencil roll. When the first student is done rolling, they stand up, run across the mat and leap over the next person. After being leapt over, then next student takes their turn to “roll, run and leap” over the next player. Play for 3-5 minutes.

Rolling Practice 2: Students use their mats in groups of 3-4 to practice two more rolls; commando roll and forward roll (see pictures below). To teach the **commando roll**, use the following cues: start on hands and knees, lean to one side and bend elbows slightly. Roll onto side all the way around until you end up in the starting position back on hands and knees. To teach the **forward roll** it is easier for children to first learn on a wedge mat, then progress to the flat mat. The cue words used to teach this skill are: “Frog, Tuck, Roll”. See below for details of what each position looks like:

Frog = Squat down on the mat with feet shoulder width apart and hands on the mat on the outside of your feet.

Tuck = Tuck your chin to your chest. Encourage students to look between their legs. This ensures that their chin is tucked.

Roll = After chin is tucked and you are looking between your legs, use your hands to lift your body and you feet to help push as you flip/roll your body over. After rolling, you should try to stand up straight with arms up (girls) or arms at your side (boys).

Body Bowling: In groups of 3-4, students need a flat mat and 3-5 plastic or foam bowling pins. Players set up the pins on their mats. They take turns doing log rolls, pencil rolls, commando rolls or forward rolls and try to knock down the pins as they roll.

Closure/Cool Down:

Walk and Stretch: Ask students to walk one lap of the area and tell group members which was their favorite activity to perform. Stop them every few steps to perform a group stretch.

Fundamental Movement Skills Explored (circle below):

- Nonlocomotor/Stability: turn, twist, swing, balance, dodge, bend, land, stretch, hang, lift, sit, stand, crouch, squat, lean, kneel, push, pull
- Locomotor: walk, march, run, hop, jump, leap, roll (log, pencil), gallop, climb, slide, shuffle, tiptoe, crawl, skip, dive, swim, cycle, dance, hike, skate, glide
- Object Manipulative: catch, collect, dribble, roll, bounce, trap, throw (overhand & underhand), kick, strike, volley, punt

Physical Literacy Environments- air, water, land, ice/snow (indoor & outdoor)