

**LAUSD- Second Grade Physical Education Matrix Chart**  
**Instructional Component 1- Body Management**  
**Suggested Length of Unit: Three to Four Weeks (15-21 lessons)**

**Grade Two**  
**Body Management**

Mastery of body management skills is critical for students to succeed in physical fitness and competitive or leisure activities. In the early grades, students are learning to become better movers and are in great need to establish the basic foundation that encompasses body management: motor skills, movement patterns, movement concepts, and movement principles.

**Standards for Instructional Component 1**

**Standard Set 1: Motor Skills and Movement Patterns-** Demonstrate motor skills and movement patterns needed to perform a variety of physical activities:

- 1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
- 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- 1.4 Create a routine that includes two types of body rolls (e.g. log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.

**Standard Set 2: Movement Concepts, Principles, and Strategies-** Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

- 2.3 Explain the importance of a wide rather than narrow base of support in balance activities
- 2.4 Explain why one hand or foot is often preferred when practicing movement skills.

**Standard Set 3: Assess and Maintain a Level of Physical Fitness-** Assess and maintain a level of physical fitness to improve health and performance.

- 3.3 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

**Standard Set 4: Knowledge of Physical Fitness Concepts, Principles, and Strategies-** Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.13 Identify the muscles being stretched during the performance of particular physical activities.
- 4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

**Standard Set 5: Knowledge of Psychological and Sociological Concepts, Principles, and Strategies-** Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

- 5.4 Accept responsibility of one's own behavior in a group activity.

**Second Grade Instructional Component 1**

**Key Concept for Content Standard Group: Body Management**

<b>Content Standard Group</b>	<b>Analyzed Standard</b>	<b>Sample Performance Task</b>	<b>Sample Scoring Criteria for Performance Task</b>
<b>1.2</b>	Students transfer weight from feet to hands and from hands to feet, landing with control.	Student will perform a cartwheel and will land in control.	Student's performance should demonstrate a complete transfer of weight from feet to hands and from hands to feet landing in control with balance and stable ending.
<b>1.3</b>	Students demonstrate balance on the ground and on objects, using bases of support other than both feet.	Student will demonstrate a "V" sit balance stunt on the mat and balance stunts on physio-balls using bases of support other than their feet.	Student's balancing stunt should be sustained for at least three seconds maintaining the position without touching the ground or falling.
<b>1.4</b>	Students create a routine that includes two types of body rolls (e.g. log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.	Student will create a routine that includes two types of body rolls (e.g. log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll and illustrate the sequence of steps on a chart.	Student's routine and illustration should clearly include at least two types of body rolls and a stationary balance after each roll. The name of each roll and balanced stance should also be given.
<b>2.3</b>	Students explain the importance of a wide rather than narrow base of support in balance activities.	Student will provide an oral explanation on the importance of a wide rather than narrow base of support in balancing activities when asked by the teacher.	Student's explanation should include the increase in stability when the base of support is wider and less stable when it is narrowed.

**Second Grade Instructional Component 1**

<b>Content Standard Group</b>	<b>Analyzed Standard</b>	<b>Sample Performance Task</b>	<b>Sample Scoring Criteria for Performance Task</b>
2.4	Students explain why one hand or foot is often preferred when practicing movement skills.	Students will verbally explain why they prefer to use one hand or foot when dribbling a soccer ball.	Student's explanation should include that more use results in more strength and coordination or a balance of the two improves muscles to function efficiently.
3.3	Students demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.	Students will demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps as the teacher says the muscle name during warm up activities.	Student's demonstration should include the proper form for stretching the designated muscle: (1) correct alignment, (2) without hyperextending, (3) hyperflexing, in a balanced position, and (4) without bouncing.
4.13	Students identify the muscles being stretched during the performance of particular physical activities.	Students will orally identify the muscles being stretched during warm up activities as teacher demonstrates particular body stretches.	Student response should identify the appropriate name of each muscle being stretched.
4.14	Students explain why it is safer to stretch a warm muscle rather than a cold muscle.	Students will verbally explain why it is safer to stretch a warm muscle rather than a cold muscle when asked by the teacher.	Student's explanation should include the elasticity of muscles increase when the temperature of muscles is increased by an increase in the blood flow.
5.2	Students accept responsibility of one's own behavior in a group activity.	In groups of three, students will take turns participating in spotting activities that require helping their group members maintain a modified push-up position for 5 seconds.	Student demonstrates the ability to physically spot a team member for 5 seconds and supports team members as indicated by teacher for the duration of the group activity.

### **Equipment and Instructional Materials**

- Open Space (indoor or outdoor)
- Poly Spots – plastic circle markers
- Throw lines
- Yellow cones
- Flat thick mats
- Foam balls (Tuff skin/shark skin)
- Round mats
- Triangle mats
- Jump Ropes
- Stretch bands
- Poster paper
- Stopwatch
- Music
- CD player
- Beanbags- different sizes

### **Pre-assessment**

- Students will be asked to perform a log roll.
- Students will be asked to demonstrate a shoulder roll.
- Students will be asked to demonstrate a forward rolls.
- Students will be asked to perform a cart wheel.
- Students will be asked to demonstrate balancing stunts in one, two, three, and four body parts.

### **Sample Scaffolding Strategies**

- Set clear and visible boundary areas to include all students.
  - Establish talking rules and listening rules.
  - Establish stopping and starting signals.
  - Start with still activities before adding movement to the skill.
  - Start with simple body management skills before moving on to more complex skills.
  - Teach personal responsibilities when working in partners, small, and large groups.
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- Teach parts of the whole to reinforce and emphasize important key components of the whole skill. i.e. chin tucked in when performing the forward roll.
- Use poster boards that display a sample of the required activity.
- Set simple, easily achievable goals.
- Provide plenty space between students when practicing skills.
- Provide ample practice opportunities.

### Learning Experiences

#### 1. Break down of the skills and progression.

- A. Using the whole part whole method of instruction, demonstrate the cartwheel. Use poster boards to demonstrate the different phases and hand positions of the cartwheel.
1. Teach strengthening exercises emphasizing upper body: shoulders, biceps, triceps, wrists, stomach
  2. Suggested exercises seal walks, bear walks, bunny hops, donkey kicks, switcheroo (handstand with scissor kick).
  3. Teach hand position and arm position (Fingers spread apart, hands shoulder width apart, and elbows straight).
  4. Use stacked flat mats for students to practice cartwheels. Recommended performance points:
    - Hands turned sideways (fingers pointing away from midline, fingers spread, arms shoulder width apart and elbows straight)
    - Straddle wide with feet apart.
    - Eyes focus on hands throughout cartwheel.
    - Landing is on one first foot that crosses over mat.
    - Slight bend of the knees when landing
- B. Explain the concept of balancing on the ground using body parts other than the feet. Sample balance stunts that could meet the standard using the body to balance on bases of support other than the feet are:
- "V" sit balance
  - Knee scales
  - Tripod (head balance)
  - Tip-ups (frog balance where knees rest on elbows, generally for stronger students)
- B. Sample balance stunts that could meet the standard to balance on objects using bases of support other than the feet are:
- "V" sit on a physio ball.
  - Modified push-ups with knees on physio-ball.

- Knee scale on low balance beam.

C. Explain the basic types of rolls: egg rolls, seated rolls, log rolls, shoulder rolls, forward rolls.

1. Egg Rolls - Using decline (wedged) or flat thick mats
  - Students bend and hold knees tightly with their hands
  - Continuously rolling on all body parts.
2. Seated Rolls - Using decline (wedged) or flat thick mats
  - Students sit down on mat shifting the weight from hand to hand.
  - Maintaining legs rigid.
  - Continuously rolling the legs on the mat.
3. Log Rolls - Using decline (wedged) or flat thick mats
  - Students lie on the mat on one side of their body.
  - Arms are held straight about head with hands together.
  - Body is stretched.
  - Keeping the body as straight and rigid as possible.
  - Continuously rolling the body on the mat.
4. Shoulder Rolls (forward) - The starting positions are different depending which mats are being used.
  - A. Flat Mat:
    - Students make a three point bridge with two feet and one arm, while the free arm points down towards the opposite foot.
    - Gently rolling over the shoulder and the arm that is tucked under pointing towards the opposite foot, the student maintains a round back.
    - The students should be encouraged to try to stand up at the end of the shoulder roll.
  - B. High Flat Mat:
    - During starting position, the student places the knees bent on the high flat mat, and arms on the floor flat mat.
    - Student rolls over one shoulder, keeping the back rounded and legs tucked in.
    - Student is encouraged to land on the feet in a standing position.
  - C. Inclined Mat:
    - The student starts with two hands on the top of the mat, one foot lifted of the ground and one foot on the ground.
    - The student moves into a roll position by rounding the back and landing on one shoulder.
    - The student tucks the legs for a smooth forward roll down the inclined mat.

- The student is encouraged to land on the feet in a standing position.
- 5. Shoulder Roll (Backwards) – Explain and review the basic parts of the shoulder backward roll using the angled mats (wedged mats):
  - Student starts at the top of the mat in a sitting position.
  - Student lies back until back is flat on the mat.
  - Student kicks feet over towards right or left shoulder.
  - Student lands on knees and feet.

E. Explain the stationary balances:

1. Knee Scale – two hands and one knee on the ground, one leg raise up with pointed toe.
2. Double Knee Scale – balancing on both shins of the legs, one leg in front of the other, and arms to the side like an airplane.
3. Y-Scale – One foot on the ground, other leg raised to the side parallel to the floor, arms out to the side like an airplane
4. Airplane Scale – One foot on the ground, upper body leaning forward, other leg straightened with pointed toes, and arms out to the side like an airplane.
5. “V” Sit – Sit on the floor, hands hold floor for balance behind head end, legs are straight and together raised above the head with pointed toes.
6. Stork Stand – One foot on the ground, other foot touches the knee, body is upright, arms to the raised to the side.

2. **Employing Specific Methods**

- Teach students a variety of strengthening skills, balances, and body positions before exposing them to the shoulder or forward roll. Students should be progressed slowly from basic to more complex body positions to avoid injury or being afraid of the movements.
- Teach students optimum spacing distance for each activity.
- Teach the students how to properly put equipment away in groups at the end of each class.

**Enrichment/Differentiated Instruction**

- A. Differentiated Instruction- it is important to distinguish the current skill level of all your students to differentiate instruction and maximize learning. It is possible to have different skill levels in a single class, and to deliver different instruction and activities for all those different skill levels. In example if a student is comfortable with the shoulder roll and is ready to move into a forward roll, provide specific assignments that will lead into the forward roll. A student that is not comfortable with the shoulder roll may practice assisted shoulder rolls down an inclined mat. Another suggestion would

be to provide strengthening exercises holding the starting position on a high straight mat for the first part of the shoulder roll for example.

- B. Enrichment – Teachers can often give instruction that broadens and extends student's level of understanding. Using simple terminology that students can correlate with the movements can increase or provide depth of knowledge.

#### **Culturally Relevant and Responsive Instruction**

- Use cultural references to impart knowledge, skills, and attitudes.
- Connect the learning to students' prior knowledge and experiences using simple language they know.
- Prior knowledge should be welcomed and acknowledged.
- Use gender sensitive language to equalize gender participation. Modified push up position instead of girl push ups.
- Teach social skills to foster positive group interactions.

#### **Accommodating Students with Special Needs**

##### **1. Safety**

- Teacher needs to emphasize safety and not allow students to perform rolls unsupervised.
- Contact the school nurse or designee to obtain pertinent student medical information.
- Be aware of any student medical ID tags related to a disability.
- The teaching progression and learning tasks should be differentiated (when applicable) to fit student needs.
- Provide modifications to students that are struggling to assist in their success with tasks.

##### **2. Students in Wheelchairs**

- Some students in wheelchairs may be able to perform upper body strengthening exercises and upper body balancing stunts, based on the severity of the disability.
- Students in wheelchairs should be able to provide verbal explanations and step-by-step skill sequence to complete any body roll included in this unit.
- Students in wheelchairs can also draw and diagram step-by-step skill sequence to complete any body roll included in this unit.

#### **Equipment Tips**

- Using wedged mats in an incline or decline can be an advantage to the novice learner since it adds momentum and smoothness to the any roll.
- Use a foam ball for student to squeeze between thighs and belly to maintain a tucked position.
- Use a spotter to pull the performer up from the hands at the end of the shoulder roll to help students stand up at the end of the roll.



### **Instructional Tips**

- Teach prerequisite skills and strengthening skills to build confidence.
- Plan lessons with realistic expectations.
- Encourage early success with appropriate lessons and drills
- Demonstrate from different angles.
- Provide specific feedback using simple language that students can understand.
- Keep safety in mind at all times.

### **Communication Tips**

- Praise even small steps of success
- Communicate using movement terms and body part names to reinforce vocabulary.
- Encourage social interaction with activities that emphasize working cooperatively with partners like high fives, and hand shaking.
- Promote good sportsmanship and appropriate behavior during all activities.
- Use kid friendly language and have someone translate into Spanish when needed.

### **Suggested Lead-Up Activities**

- Balancing activities
    1. Knee Scales
    2. Double Knee Scale
    3. Airplane Scale
    4. Crab Position
    5. Table Position
  - Strengthening activities:
    1. Squats
    2. Lunges
    3. Stomach exercises ( Two-hand throw to a partner a heavy ball)
    4. Push up games ( bean bag soccer in push up position, one on one)
    5. Seal Walks
    6. Bear Walks
    7. Bunny hops
    8. Frog leaps
    9. Caterpillar walks
    10. Crab walks
    11. Donkey kicks
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- Partner or group activities
  - D. Wheel barrels (student holds partner's feet for 5 seconds, while the partner holds body weight on hands)
  - E. Hand stands with partner who serves as a spotter.
  - F. Popsicles balances

#### Teaching Aids

1. Warm-up activities-
  - Specific to moving within the general space without bumping into other students, at slow then faster simple locomotive movements.
  - Slow progressive non-locomotive movements that are used in the skill such as holding the "V" sit-up position for 5 seconds or other strengthening exercises.
  - Group warm up activities in which each person from each group chooses a stretching or strengthening exercise.
2. Stretches-
  - Emphasizing proper stretching techniques is important at this age.
  - Teaching to avoid hyperextending and hyperflexing to prevent injury is critical to expand learning on body management concepts for further exploration into gymnastics.
  - Emphasize what keeps muscles healthy.
3. Cool Down-
  - Stretching while cooling down while reviewing the
  - Keep the stretches to a minimum to increase student learning of one to two muscles or activities per day.
  - Summarize key terms by asking students what they have learned.
4. Skill tests-
  - Students will demonstrate how to perform a cartwheel.
  - Students will create a routine that includes at least two types of body rolls and stationary balances after each roll.
  - Students will demonstrate how to balance on the ground and on objects using bases of support other than feet.

## **Interdisciplinary Learning**

### **Language arts -**

- Create a picture book with words and illustrations related to physical education.
- Learn the names of different stretches, exercises, and muscles.
- Maintain a physical education journal.
- Read grade level appropriate books related to physical activity.

### **Mathematics -**

- Have students use a pedometer to monitor and record the number of steps taking at school each day. Tally the steps weekly.
- Count the heart beats in one minute after an aerobic activity. Graph the results for five days of one minute heart rates for various activities.

### **Art -**

- Create a physical activity collage of activities you like to do at home or school.
- Create a picture collage of a routine that includes two types of body rolls (e.g. log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll from a gymnastics magazine.
- Craft a shadow box that with a positive message about exercise and nutrition.

### **Music-**

- Perform warm-up activities to music.
- Learn dances that are related to specific folk dances or sports.
- Create your own movement routine to music.

### **Science -**

- Explain the purpose for bases of support.
- Describe what balance is and what affects balance.
- Create a diagram that illustrates why rounded objects roll better than squared objects.
- Explain why muscles get stronger with exercises.

### **Technology -**

- Use pedometers and have students compare a physical education day with a non physical education day.
- Use video tape to show good performance of an experienced student in slow motion to focus key concepts.

### **Inclement Weather**

Create a repertoire of instructional lessons related to this unit that can take place in sheltered areas during inclement weather. This will ensure continuation of standards-based instruction. Suggested activities include:

- Strengthening exercises ( i.e. holding a push-up position for 5 seconds)
- Dance routines using non-locomotive movements
- Balance positions
- Stretching to music with stretch bands.
- Marching with music for one to two minutes before recording the heart rate.

### **Suggested Homework**

- Practice holding the push-up, "V" sit, and squats positions at home.
- Practice strengthening activities such as the crab walks, donkey kicks, and bear walks for 10 minutes.

### **Resources**

- KIDnastics
- EPEC Curriculum- Grade 2
- Nike Go PE curriculum

### **Teacher Reflections**

Good teaching should include ample time to reflect on the unit or lesson at the conclusion. Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction.

## Physical Education Lesson Plan

### Grade Two Body Management

#### Description:

At this stage second grade students show steady improvement in static and dynamic balance skills. The key concepts emphasized in this lesson are balancing, bases of support, and social interaction. Students will be introduced to a variety of activities which assist in body strengthening and balancing.

#### Objectives:

- Students will demonstrate knowledge of the strength needed to balance
- Students will demonstrate balance stunts on the ground and on objects using bases of support other than their feet.
- Students will know the importance of a wide and narrow base of support in balance activities.
- Students will demonstrate effective warm-up and cool down activities.

#### Standards Addressed:

- 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- 3.3 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.
- 5.4 Accept responsibility of one's own behavior in a group activity.

#### Materials:

- Minimum of one mat for each two students. Preferably one mat per student.
- Minimum of one ball for each two students.
- One Physio-ball per student.
- One bean bag for each student.
- Poster boards with pictures of the balances and their names.

#### Set-up:

Have all the stations set-up with signs prior to the students coming out. Set balls and racket in front of each group until you are ready to pass them out to the students.

#### Attendance & Warm Up

Accurate attendance recording will be conducted by the elementary school teacher prior to walking out towards the physical education area. In a coned off area, students start walking with the sound of the music and stop when the music stops. The walking motion will be changed to skipping, galloping, and slow jogging as the teacher calls out the movements. Students will continue to properly stretch the hamstrings, quadriceps, shoulders, biceps, and triceps.

## **Fitness Activity**

Teacher will review F.I.T.T. principles with the students for strength training activities. Teacher will also explain the benefits of strength training on the body. Strength is important when performing balancing stunts since the base of support has to sustain the weight for the sustaining the rest of the body. On their own mat, students will perform 5 donkey kicks. Students will be asked to name the base of support when performing the donkey kicks (Answer: the hands and arms). Student will continue to perform a mixture of strengthening exercises and balancing stunts and the teacher will continue to ask for the base of support. Students will perform five of each of the following: crab walks, seal walks, and crab kicks.

## **Learning Experiences**

Teacher needs to explain what balance is. A definition could be sustaining a movement motionless without jerking and moving for 3 seconds. In order to teach them to balance on different body parts teach them how to balance on one, two, three, four, and five body parts and sustain the balance for at least 5 seconds. Ask students to create their own balances and when they cannot make up their own show them some. Provide visual examples on an easel or wall:

- Knee Scale – two hands and one knee on the ground, one leg raise up with pointed toe.
- Double Knee Scale – balancing on both shins of the legs, one leg in front of the other, and arms to the side like an airplane.
- Y-Scale – One foot on the ground, other leg raised to the side parallel to the floor, arms out to the side like an airplane
- Airplane Scale – One foot on the ground, upper body leaning forward, other leg straightened with pointed toes, and arms out to the side like an airplane.
- “V” Sit – Sit on the floor, hands hold floor for balance behind head, legs are straight and together raised above the head with pointed toes.
- Stork Stand – One foot on the ground, other foot touches the knee, body is upright, arms to the raised to the side.
- Push-up position hold- hold the up push up position with body straight, arms shoulder wide apart and feet together.
- Tricep exercise- student sustains their weight off a bench with the arms straight on the bench, their bottoms off the bench, and their partner holding their feet parallel to the ground/floor.

Add weight to the balance by having the students balance bean bags on their head, arms, legs, and back. Progressing from one to as many the students can balance.

## **Partner Activities**

Have students collect their bean bags and put them away in the designated bag or area. Have them walk around the mats without stepping on them and have them freeze. Instruct them to partner with the nearest person next to them, and demonstrate how to

properly introduce your self to another person. "Hi my name is \_\_\_\_\_, nice to meet you." Provide possible answers such as "My name is \_\_\_\_\_, and is it also nice to meet you." Have the student ask each other what is their favorite song, color, animal, or place. Having students practice shaking hands, making eye contact and smiling is important to make the student feel more comfortable with every student in class.

Have the students play rock, paper, scissors, to see who is going to go get the physio-ball/therapeutic ball from the designated equipment area. The other person will put the physio-ball/therapeutic ball back to the designated area. You can also assign the tallest or shortest partner to go pick up the physio-ball/therapeutic ball.

Task : Each pair is to figure out at least two different balancing stunts on the physio-ball/therapeutic ball without using their feet as bases of support and two different balancing stunts using your partner as a base of support without using the feet. Each student will demonstrate at individual balancing stunt and both students will demonstrate both of their partner balancing stunts and hold them for at least 5 seconds. Walk around supervise, provide feedback and praise. At the end of the practice session, have the students give each other high fives and instruct them to return the equipment back to the designated area and return to their mats.

Select some students to demonstrate excellent balancing stunts that balanced on the physio-ball/therapeutic ball without using their feet as bases of support and use those examples to ask students to point out which body parts area acting as bases of support.

Have them use their partner as support to stretch their quadriceps. Continue to direct them to stretch their shoulders, hamstrings, biceps, and triceps. Teacher should be explaining what each stretch is emphasizing and naming the stretch so that it reinforces the stretch name and the body part name.

**Assessment:**

- Teacher observations and feedback
- Peer observations and feedback

**Closure:**

Have students sit close to each others where they sit in their own personal space without touching anybody with feet, legs, legs, or any body part. Thank them for putting the equipment back in the designated place. Explain that we are learning something new about our classmates every day and having a different partner will help them get to know everyone. Explain that their task is to try and improve their muscular strength, and emphasize the F.I.T.T principles. Give the students homework (i.e. holding a push-up or a V-sit, position for 5 to 10 seconds) they can do at home on their rug to strengthen the upper body and explain that upper body strength will make it easier for them to learn a cart wheel and a forward or shoulder roll.

**Teacher Reflection:**

Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, visual aids and any other instructional aids that could enhance your instruction.

**Scaffolding Strategies:** Suggested concepts and skills to support student success on the performance task/assessment.

- Performing a few repetitions for each strengthening exercise should minimize muscle soreness the next day.
- Using a smaller physio-ball/therapeutic ball to make it easier for the student to perform a balancing stunt. The smaller the ball, the less the student relies on upper body strength.
- Have visual representations of the balancing stunts you want to teach them on the wall so that students see the spelling of the name of the balance stunt to add depth to their language skills.

**Enrichment:**

Using a longer racquet handle (tennis racquet) and bigger court will be more of a challenge for students.

**Extending the Lesson:**

- Practice strengthening exercises at three times per week at home.
- Label the muscles you have learned in class on a diagram of the human body.