

Kindergarten Base of Support

Unit: Balance

Lesson Focus: Base of Support

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| Guiding Objectives | |
| Focus Physical Education Standards: | <ul style="list-style-type: none"> • 1.6 Balance on one, two, three, four and five body parts. • 2.4 Explain base of support |
| Common Core State Standards: | <ul style="list-style-type: none"> • SL 1 Participate in collaborative conversations with diverse partners <i>about kindergarten topics and texts</i> with peers and adults in small and larger groups. • SL 6- Speak audibly and express thoughts, feelings, and ideas clearly |
| Student Learning Objectives: | <p>Students will:</p> <ol style="list-style-type: none"> 1. Understand base of support 2. Balance on different body parts |
| Instruction | |
| Warm-Up: | <ul style="list-style-type: none"> • Warm Up: Bean Bag Noodle Tag- Taggers use pool noodles. Students move around designated area while balancing beanbags on their heads. If bean bag falls off, or if students are tagged, they do 5 jumping jacks and continue playing. |
| Anticipatory Set: | <p>What- Students will learn the concept of base of support and how to balance on different body parts.</p> <p>Why- Balance is an important factor in almost any physical activity. The more control students have over their bodies, the more success they will have in future activities and the more self-confidence they will have.</p> <p>How- Students will know they have met the objective when they can explain base of support to a friend and perform different balance poses.</p> <p>Tie- How many of you have ever tried to ride a bike? In order to ride a bike you must be able to balance. You must also have balance if you want to play sports or other fun physical activities. Think about something you could do if you had really excellent balancing skills. Now turn and tell a partner. Today we are learning some skills that will help you get better balance and have more control of your body. This will help you in all of your activities!</p> |

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| <p>Instructional Input/ Sequencing:</p> | <ul style="list-style-type: none"> • Introduce the concepts of base of support and balancing: <ol style="list-style-type: none"> 1. Base of support- The body parts that students are using to keep themselves balanced. 2. Balance- To keep your body in a steady position so that it does not fall. • Model a few simple balances while students follow. <ul style="list-style-type: none"> - Balance on 1 foot, 1 hand and 1 knee, bottom, belly, 2 feet and 1 hand, elbows and knees, 1 elbow and 1 foot, etc. - Make sure to point out that the body parts you balance on are your base of support. • Guided Practice: Allow students to try their own balances, but make sure to explain which body parts are dangerous to balance on (head, neck, etc). • Partner share- Which body parts are unsafe to balance on? (head, neck) Why do you think it is unsafe? • Guided Practice: Give students a few minutes practice their own balance poses. Walk around observing and giving feedback. When music stops, students find a partner and tell them what base of support they used. • Challenges: Continue to increase the level of difficulty (number of body parts being used as base of support, number of seconds holding the pose without moving, etc) as students practice balancing. Students must hold the balance for at least 3 seconds to be successful. • Partner Share: What different body parts did you use as your base of support? How long did you hold your pose? • Balance Tag: Students move through designated area using various locomotor skills. When tagged, students freeze into a balance pose of their choice and hold until another player comes to unfreeze them by copying their balance for 3 seconds. • Peer Assessment: Students pair up and take turns showing each other different balance poses and assessing with a thumbs up/down. Post pictures of simple balance poses for students to |
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| | <p>choose from. Pictures can be posted on walls or fences, on cones, or projected onto a screen. Make sure to have examples of poses using 1-5 body parts.</p> <p>Rubric:</p> <ol style="list-style-type: none"> 1. Did your partner copy the balance in the picture? 2. Did your partner balance for at least 3 seconds? |
| Strategies for Differentiation: | <ul style="list-style-type: none"> • Post pictures of balance poses so students have ideas to choose from while they practice • Frontload vocabulary • Pair EL students with a buddy who can help explain • Pair lower skill levels with higher skill levels • Sentence starters for partner shares • Print the balance poses out on individual sheets, give to students who need them • Advanced students can attempt balance poses with a partner once they have completed poses individually |
| Guided Practice: | <ul style="list-style-type: none"> • Give plenty of practice time. • Walk around observing and giving feedback to students |
| Formative Assessment: | <ul style="list-style-type: none"> • Students will perform balances for a partner who will give them feedback. • Students will explain base of support to a partner. |
| Closure: | <ul style="list-style-type: none"> • Partner Share: What was the hardest part of balancing today and why? What does base of support mean? • Self-Assessment: Students self-assess with fist to five to show understanding. |
| Outcomes | |
| Evidence of Student Learning: | <ul style="list-style-type: none"> • Students successfully perform balance poses on 1-5 body parts • Students can explain base of support to a partner |
| Follow-Up | |
| Re-Teaching Strategies: | <ul style="list-style-type: none"> • Teacher will continue to show students how important balance and body control is during activities throughout the school year. |