

# PE's "Pot Luck!"

Early childhood

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I am a HUGE vocabulary person. I do my best to introduce these foundation building vocabulary words to my babies in a fun and memorable way so we can apply them throughout the year. Here are a few of my favorite things, I hope you find them as useful as I do.

- **Pathways-** Floor will already have been decorated using floor tape to create **curvy, straight, and zig-zag** lines throughout the gym space. Students will move about the space to the music using our slow tempo locomotor skills- walk, march, slide, and leap. When the music stops, a path will be called out and the students have a 10 second countdown to find the correct path to stand on. More than 1 student can be on a path, they will be long enough to accommodate about 6-8 students. If students are not on the correct path we will assist them in finding one holding a sign with picture of the pathway called out also helps. K.1AB, 1.1AB
- **Levels-** We are going to play **high, medium, low!** We can perform a high level by reaching up as high as we can on our tip toes. A medium level will be bent legs with hands on our knees, and a low level will be to drop to the floor right where you are and lay flat. When we hear the music we will move around at a medium tempo using skipping and galloping. When the music stops I will call out a level and the students quickly respond using their body. Can you skip at a high level? Now let's gallop in a medium level like we are guarding ourselves for future tag games (There's a Wocket in my Pocket, Monkeys Tail, Mosquito Tag.) K.1AB, 1.1AB
- **Non-Locomotor-** Have you seen the inflatable wind sock dancers in front of stores? They are a good example of non-locomotr skills. They bend, sway, reach, and turn but never move out of their PS. Let's see everyone imitate the wind sock dancer! K.1C
- **Wind Sock Dancer Tag-** The object of this game is to avoid being tagged by the 'It's' (taggers) while freeing others who have been tagged. When the music starts LMS around the space and avoid being tagged. If you are tagged, stand in a straddle position, with your arms out (and dance like an inflatable wind sock) until a friend comes to crawl through your legs and free you. This is just a fun way to work on those NLMS!!! K.1C

- **Directions-** right, left, forward, backward, up, down, sideways.
- **Cha-Cha Slide & Cupid Shuffle:** Given the Cha Cha Slide & Cupid shuffle song, TLW demonstrate an understanding of directions by following the right, left, forward, backward, up, down, and sideways cues in the music. K.1AF, 1.1AEF
- **Relationships-on, off, over, under, around and through.** **OBSTACLE COURSE-** Students will line up behind the obstacle courses and work through the course and return to the start point to repeat. Jump on/up the matt, then off/down, over the jump rope, under the bar, around the sticks, and through the tunnel. Then walk back to your line to repeat. \* Parachute activities are also used in the direction/relationship unit\* K.1F

## GYMNASTICS

- **Body Positions-** Straight standing, straight sitting, straight balance, Straddle Standing, straddle sitting, straddle balance, tuck standing, tuck sitting, tuck balance. Throw in a log roll in between the balances! K.1D, 1.3D
- **Tip'em Over!!!!** Students will stand strong and straight in their straight standing position and wait their turn for Coaches to tip them over. We will grab them by their arms and try and slowly lower them to the ground as they stand strong and straight. A Class Favorite!!! We also like to have them lay flat on their back and try to lift their feet so that their whole body rises.
- **Flexibility-** We will work on our 5 point flexibility challenge while we are in our straddle sitting. K.1C, K.2A, 1.3C
- **Flexion vs Extension-** we cover this while sitting & stretching during our gymnastics unit. Flexion & extension of biceps, neck, and feet. We say flexion when we flex and extension as we extend. You have to say flexion in a monster voice...it helps! K.2AB

## BALANCE UNIT / Stations

Lesson: Balance- all of our activities will involve what? Balance! Each activity will involve a different style of balance.

**Dynamic Balance-** maintain balance while moving through space.

**Static balance-** ability to hold position without moving.

- **Decorate the Christmas Tree** Found on Pinterest & a great warm-up activity for the balance unit!  
Students will pair up with a partner and sit across from one another, about 5 feet apart. One partner will have a hula hoop full of scarves, beanbags, leis, tinsel, poly spots, cones, noodle

pieces and any other equipment/decorations, and will be the DECORATOR. The other student will be the CHRISTMAS TREE. Trees Stand up feet apart and arms out. On the word GO, decorators will take 1 piece of equipment at a time and run over to their partner/tree and decorate them. Trees will have to balance all of the decorations until all pieces have been used. When completely decorated they will shake all of the equipment off and set up to become the decorator and now the decorator becomes the tree. This can continue until all students have changed jobs 2-3 times.

*When doing 4+ stations with PK & Kinder we use TEAM COLORS, aka colored hair bands on their wrists. They love it!*

- **Balance Tag-** Students will take turns being the taggers and have a large fluff-ball in their hand to identify them. They will move around the space using locomotor skills and try to avoid being tagged on the shoulder. When a student is tagged they will walk to a dome cone and perform a static balance while standing on it for 5 seconds. Once they complete their balance they can return to the game. New taggers will be selected every minute or so.
- **Block Balance-** Students have 1 foam block, 1 frisbee, 1 beanbag, and 1 small cone. Using these items and their own body, the students must try different ways to balance.
  - Foam block is the only item that students may stand on and it must lay flat on the floor.
  - Stand up and be creative with balance.
  - Sit down & try to balance.
  - Lie down and try to balance.
- **Walking Sticks** – Using a foot long pool noodle, the students will try and balance it in the palm of their hand while walking around the play. Obstacles, cones, or distance markers can be added.
- **Balance beam** – 4x4's make great balance beams. I purchased them from the hardware store in 8-10ft lengths and covered them with the carpet used for boat trailers and it works great. Students can walk & crawl in various ways across the beam.

*Balance boards & space walkers are a great addition too.*

**DANCE** — Ask me for info on my end of year show performances!!

- **Alan Jackson's Little Bitty**, *DANCE for PK-K-*
  - Instrumental- standing in place bobbing up and down .
  - Lyrics- step together step together, 4 counts to the RIGHT, LEFT, BACKWARDS, And FORWARDS.
  - Chorus- Wash rag twirl w/ partner
  - REPEAT a few times until ....
  - "A good 'ol Boy" and the boys bow,
  - and "A pretty little girl" and the girls curtsy
  - our hands go together like a prayer and slowly raise above our head and then out to the sides until the music speeds up and we twirl again and finish with a bob.

- **Cross Exercise**- Using both sides of the brain by crossing the mid-line to the opposite side of the body. Elbow to opposite knee, front kick and touch toe with opposite hand, kick opposite hand behind the body, thumb up, finger out & switch, rub tummy & pat head, crab kick and touch opposite foot, windmill to opposite foot, disco hippo. ***We will practice these moves in preparation of our Monster Mash dance we will perform at the town festival.***  
K.2A
- **Monster Mash – Cross Exercise**

Lyrics moves... All of these moves will be done to an 8 count.

- Rolling arms up & down
- Kicking legs out and reaching foot with opposite hand.
- Monkey Arms from L to R
- Elbow to opposite knee.

Chorus moves...

- The twist.
- Disco Hippo
- Shoulder Shake –front to back.
- Backwards hand kicks.

\*This is a challenging dance but all students will get better over time. Cross exercise can be very confusing at times but will be practiced & reviewed all year in Gym & music in various ways & lessons.

## Heart Smart Stations K.4A, 1.4BE, HLTH- K.6C

Objective: Given the Cardiovascular and Circulatory system, TLW demonstrate an understanding of how blood flows through the body and veins, the purpose/job of the red & white blood cells, and why the heart beats by rotating through stations.

Vocabulary: Pulse, red blood cells, white blood cells, plaque, circulation, veins, and oxygen.

Activity: 6 Stations

1. White blood cells (WBCs) – White blood cells fight and protect the body from germs and infections. Using our large white boxes (WBCs), we will hide behind them as we throw fluff balls (germs, infections) toward one another. The boxes will be stacked in pairs throughout the play area for the kids to move around and hide behind to protect themselves from getting hit by germs and infections.
2. Plaque buildup in the heart- unhealthy diets and lack of exercise can cause a buildup in the heart that slows down the blood flow. Using orange and yellow cones scattered through the area, we will dribble our red balls (blood) around the space trying to make it through the clogged arteries.

3. Blood circulation- Did you know that blood travels around the body 3x's in 1 minute! Using 4 blue buckets as perimeter markers, TLW jog around the space and see how many times they can circulate in our 2 minute station.
4. Veins- Veins are like highways and roads through our bodies that the blood travels through. Using scooters to circulate, TLW stays seated on their bottom as they navigate the scooter through the archways made of poles and arches.
5. Red blood cells (RBCs) - carry oxygen through the body. Using red Frisbees as the RBCs and blue bean bags, blue cups and blue fluff balls as the oxygen, TLW walk around the space carrying the Frisbee while balancing the blue stuff to represent oxygenated blood through the body.
6. Heart Beat- Our heart beats to pump blood through our body. Using the red Hippity hops, TLW bounce and hop around the space to simulate the beating of the heart as it pumps blood through the body.

Closure: Who can tell me what White blood cells do? What Red Blood cells do? What does the heart pump? What happens to the heart when you have too much junk food and not enough exercise?