

## FOCUS➤

# CURLING, STRETCHING, AND TWISTING ACTIONS

## Subfocus➤

## Shapes

### *Grades K-2 and Beyond*

#### Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

#### Grade-Level Outcomes

- Contrasts the actions of curling and stretching (S1.E10.K)
- Demonstrates twisting, curling, bending, and stretching actions (S1.E10.1)
- Differentiates among twisting, curling, bending, and stretching actions (S1.E10.2)

This lesson is a prerequisite to the outcome for grade 3, Moves into and out of gymnastics balances with curling, twisting and stretching actions (S1.E10.3).

#### Lesson Objectives

The learner will:

- Identify the actions of stretching, curling, twisting, and bending (grades K, 1)
- Demonstrate the actions of stretching, curling, and twisting (grades K, 1)
- Create balances by stretching, curling, and twisting (grade 2)

#### Materials and Equipment

Sufficient space for students to work safely, on floor or mats

*Safe use, transport, and storage of mats (S4.E1, E4, E6.1) (S4.E6.2a.2b)*

#### Introduction

*Earlier in our physical education work, you studied body shapes: wide, narrow, curled, and twisted. Today, we are going to focus on the actions that result in those shapes—the actions of curling, twisting, and stretching.*

(Link the actions not only to gymnastics but also to games and dance skills. Link the actions to physical education work in upper-elementary grades and everyday life skills.)

#### **LEARNING EXPERIENCE: STRETCHING, CURLING, AND TWISTING THE TOTAL BODY**

With students lying on the floor in self-space, provide the oral signal for an eight-count slow curling, emphasizing total-body involvement and smoothness of the action. Then have students return to starting position.

- Eight count for stretching, then return to starting position
- Eight count for twisting the total body
- Series of three: eight count for curling, eight count for stretching, followed by eight count for twisting of total body

#### **LEARNING EXPERIENCE: STRETCHING, CURLING, AND TWISTING BODY PARTS**

Students explore body parts that can curl, bend, stretch, and twist. With guided exploration, lead students to discover and do the following:

- Spine can curl; other body parts can bend.
- Twisting requires rotation of body parts with stationary base.
- Stretching body parts from smallest to largest—fingers and trunk.
- Combinations of actions, such as twist the arms, curl the spine, and stretch the legs.

## **LEARNING EXPERIENCE: LEVELS, SHAPES, AND ACTIONS (GRADE 2)**

Sitting or lying on their mats at low level, students explore stretching to form new balances and new shapes—sometimes changing the base of support, sometimes staying on the original base at low level.

- Students explore curling to form new balances, new shapes at low level.
- They explore twisting to form new balances, new shapes at low level.
- Students repeat the exploration balanced at middle level on their chosen bases of support.
- Standing on one foot, balanced at high level, students explore stretching in different directions, curling the spine forward and to the sides, and twisting free body parts.

## **LEARNING EXPERIENCE: COMBINING BALANCES AND ACTIONS—A GROUP DANCE (GRADE 2, 3)**

In groups of four (S4.E4.1), students create a group statue in which each person in the group balances on his or her favorite bases of support. On a signal (created by you or the group), each person moves to demonstrate stretching, curling, twisting, and bending. On the next signal, they return to original balance as the ending shape.

(This dance can be as complicated or as simple, as long or as short in duration, as you and the class decide. Balances and actions can also be recorded on paper or recorded digitally to be placed in portfolios.)

### **Variations**

- All four students perform the actions of stretching, curling, twisting, and bending at the same time and in the same order.
- Each student selects the action he or she will perform; actions are performed at the same time.
- Each student selects the action he or she will perform. Three students maintain stillness in balances as one student performs. On the signal, the next student performs the action, and so on.

## **LEARNING EXPERIENCE: COLORS**

Name a color, such as red, and ask students to think of the first thing that enters their minds when you say the word.

### **Shapes**

Have students make the shape that best depicts what they thought of when you named the color.

- Younger students usually name an object, such as a playground ball or the gymnasium door.
- Upper-elementary students often name an emotion, such as anger or caring. The shapes they create may not be as definitive as the wide, narrow, curled, and twisted shapes of the younger students.

### **Actions**

- Allow several minutes for the students to explore moving as the object would move.
  - Does it stretch, curl, bend, or twist?
  - Would it roll, bounce, or swing?
  - Would it be heavy or light, fast or slow?

(Red is a playground ball that bounces, a worm that wiggles, paint that splashes. Red is anger that explodes. Its shape is twisted; it darts, pounces, and thrusts into space.)

- Have the students perform the colors dance, beginning with the shape of their representation for red, followed by the movements, and ending by returning to the original shape.
- Challenge students to select a color of their choice. Working alone, with a partner, or in a group, they create a dance of objects or emotions, a story that represents the color.

## CHILDREN'S WORKING DRAFT FOR GREEN—GRADE 3

Object	Shape	Action	Descriptive word
Dragon	Narrow	Crawl	Scales
Bridge	Curved	Swing	Curve
Ice skating	Twisted	Jerky	Crash
Caterpillar	Skinny	Slow	Squirm

### Assessment

- Formative: Observe correct action in response to directions and tasks.
- Summative (grade 2): Record group dance for correct stretching, curling, and twisting actions; beginning and ending shapes; and cooperative group work.

### Closure

- What was the focus of our lesson today?
- What body part is central in the curling action?
- What happens to create a twisted shape?
- Grades K, 1: Demonstrate each of the actions of stretching, curling, and twisting, as students identify the action.
- Grade 2: In the lesson today, we focused on stretching, curling, and twisting in gymnastics. (Brainstorm situations in sports and dance in which stretching, curling, and twisting are needed: stretching to receive a high pass, twisting to strike a ball with a bat, twisting to keep an opponent away from the ball, curling for protection of a ball just caught, stretching when dancing to leap high in the air using the whole body and extending the arms, curling to roll forward, twisting to avoid being tagged, curling to catch a low ball.) We will review these actions when we are in the midst of lessons in these areas.

### Reflection

- Can students correctly perform the actions of stretching, curling, and twisting?
- Can they use the actions to create new balances on selected bases of support?
- Do students work safely at all times in gymnastics? Are there areas where safety needs to be addressed?
- Are individual students attempting unsafe balances?