

<p>K-5th Lesson plans</p>	<p><u>Standards and "I can" statements: K-5th</u></p> <p><u>Kindergarten:</u> I can give examples of how to keep my heart healthy. Health (K.5.1) I can explore manipulative skills using a jump rope. P.E. (K.1.MS1)</p> <p><u>1st Grade:</u> I can give examples of how to keep my heart healthy. Health (1.5.1) I can demonstrate manipulative skills using a jump rope. P.E. (1.1.MS1)</p> <p><u>2nd Grade:</u> I can give an example of what might happen if I do not take care of my heart. Health (2.5.1) I can demonstrate manipulative skills using a jump rope. P.E. (2.1.MS1)</p> <p><u>3rd Grade:</u> I can give examples of how those around me effect how I care for my heart. Health (3.5.1) I can demonstrate manipulative skills using a partner and a flying disc or jump rope. P.E. (3.1.MS1)</p> <p><u>4th Grade:</u> I can give examples of how those around me effect how I care for my heart. Health (4.5.1) I can apply</p>	<p><u>Vocabulary:</u></p> <p>Citizenship Respect Authority, Honesty Promise Keeping Reliability, heart, bones, getting help</p>	<p><u>Mini lesson:</u> (Health) Students will enter the gym and sit down on in their assigned spot on the floor. Students will go through the first few slides of a PowerPoint presentation.</p> <p><u>Warm-up:</u> (P.E.) Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p><u>Mini lesson (Health/Citizenship):</u> (P.E.) On Tuesday, Students will be introduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log & behavior log), entering and exiting the gym, bulldog voice levels. Rules and procedures will be reviewed on an as need basis throughout the rest of the week.</p> <p>Mini Lesson: Character Education/Health: Students will look at a power point slide each day that reinforces character education / emotional health. Tuesday: Citizenship, Wednesday: Respect Authority, Thursday: Honesty Friday: Promise Keeping/Reliability</p> <p><u>Mini lesson:</u> (Careers): I will show the students the career cluster poster and introduce students to careers based on who</p>	<p><u>Daily Assessment:</u></p> <p>X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p><u>Formative and Summative Assessments</u></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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manipulative skills with a partner using a flying disc or jump rope. P.E. (4.1.MS1)

5th Grade: I can demonstrate decision-making skills that help me avoid an unhealthy heart. Health (5.5.1) I can apply manipulative skills in a game situation using a flying disc or jump rope. P.E. (5.1.MS1)

the guest speaker will be next Monday.
Abe Lincoln, Presidents Day, Health Dept.

Warm-up: (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space.
Tuesday: All students will learn about “dynamic” stretching before a workout and will watch Kids Workout 1: Beginners. (K-5th)
Wednesday & Thursday: Students will warm up with four different dynamic stretches as a station. Friday: Students will dance as a warm-up.

Mini lesson: (Health & Character Education)

Tuesday: (3rd-5th) Heart (brainpop)
(K-2nd) Heart (jr.brainpop)
Thursday: 3rd-5th Getting Help (brainpop.com)
(K-2nd) Bones (jr.brainpop)

P.E. Activity #1: Primary (K-2nd) Tuesday: Cookie Monster Tag (Games, SPARK), pg. 1-2 & Color Tag (Games, SPARK) pg. 5-6.
Wednesday: Stuck -In-The-Mud (Games, SPARK), pg. 9-10 & Catch and Chase (Games, SPARK), pg. 11-12.
Thursday: Jump for Distance (Jumping, SPARK) pg. 5-6 & Stationary Rope Jumping (Jumping, SPARK), pg. 9-10.
(Friday) Long Rope Turning in Pairs (Jumping, SPARK), pg. 13-14 & Long

Rope Jumping I & II (Jumping, SPARK), 15-20.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will be given an opportunity to demonstrate additional skills under the “challenges section of the attached lesson plan.

Assessments/Exit Slip: Tuesday: Students will demonstrate how to dribble and trap the soccer ball. Wednesday: Students will demonstrate how to roll, pass, and trap a soccer ball. Thursday: Students will demonstrate how to pass a soccer ball with a partner. Students will demonstrate how to dribble the soccer ball. Friday: Students will demonstrate how to dribble the soccer ball. Students will demonstrate how to pass the soccer ball.

P.E. Activity #1: Intermediate (3rd-5th)
Tuesday: Backhand Throw and Catch (Flying Disc, SPARK) pg. 5-6 & Backhand Give and Go (Flying Disc, SPARK), pg. 7-8. Wednesday: Forehand Throw (Flying Disc, SPARK) pg. 9-10 & Catching Drills

(Flying Disc, SPARK), pg. 11-12. & Target Throw (Flying Disc, SPARK), pg. 13-14. Thursday: Introduction to Jump Rope (Jump Rope, Spark) pg. 5-6. & Jump Rope Back to Basics (OPEN) pg. 1-2. Friday: Long Rope Basics (OPEN), pg. 1-2 & Jump Rope battle Bags (OPEN), pg. 1-2.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will be given an opportunity to demonstrate additional skills under the “challenges section of the attached lesson plan (SPARK) or Grade Level Progression (OPEN).

Assessments/Exit Slip: (Tuesday): Students will demonstrate how throw and catch a flying disc. (Wednesday): Students will demonstrate how to throw and catch a flying disc with a partner and towards a target. (Thursday): Students will demonstrate how to jump rope. (Friday): Students will demonstrate how to jump rope using a long rope.

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out Full Steam Ahead Tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door.

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson pl.

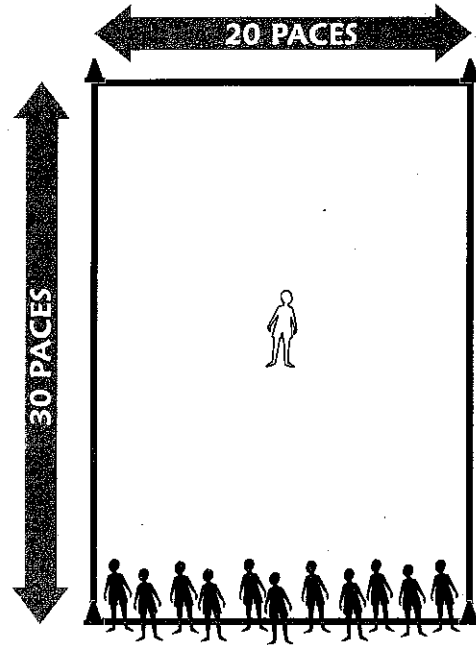


Ready

- 4 cones (for boundaries)
- Music and player
- 10-15 fluffballs
- 1 hoop (optional)

Set

- Create large (20X30 paces) activity area.
- Scatter individuals (“Cookies”) on 1 endline facing the other endline 30 paces away.
- Designate 1 student to be the “Cookie Monster.” They stand in the middle of the area facing the Cookies, holding a fluffball.



GAMES

GO!

1. The name of our game is *Cookie Monster Tag*. The object is to avoid being tagged by the Cookie Monster.
2. Cookies begin by asking, “Cookie Monster, Cookie Monster, are you hungry?”
3. Cookie Monster says, “Yes, I’m hungry,” or, “No, I’m not hungry.”
4. If Cookie Monster says, “No, I’m not hungry,” Cookies need to ask again.
5. When the Cookie Monster says, “Yes, I’m hungry!” all Cookies try and get to the other side without being tagged (or eaten by the Cookie Monster!).
6. Tagging is done with 2 fingers between shoulders and waist.
7. The Cookie Monster must move the same way as the Cookies: fast walking.
8. If you make it to the other side, wait for my signal, and we will begin again.
9. If tagged, you become a helper to the Cookie Monster. We’ll play until most of our class are Cookie Monster helpers, then we’ll begin again.
10. **Add 1 for Fun**
 - (After trials, change the locomotor skill, e.g., side-slide, gallop, skip, and tempo. Eventually let students chase and flee, moving as quickly as safely possible.)
11. **Wrap It Up**
 - Cookies are not a good snack choice. Who can name a healthier snack food?
 - Who knows what the A in SPARK stands for? (Avoid excess fats and sugars.) Cookies are alright to eat on special occasions, but almost all of them have too much fat and sugar, so they should not be in your lunch more than once a week.

★ Octopus Tag

Octopus Tag begins with 3 “Octopi” taggers. The rest of you are “Fish” who wait for the head Octopus to shout, “Swim Fish!” before you try and safely cross the ocean (without being tagged).

★ Zoo Animals

(Select 1 student to be the 1st Zookeeper, who stands in the middle. Divide the rest into 3 groups: Lions, Tigers, and Bears. They stand on the sideline.) The object is for the “animals” to cross our area without being “captured” (tagged) by the Zookeeper. When the Zookeeper calls your animal group, move across the area and avoid getting tagged. If tagged, become Zookeeper helper.

★ Frogs and Flies

(Need 1 hoop. Select one student to be the first “Frog” who kneels besides the hoop in the middle of the area. The rest of the class are “Flies” who scatter along the perimeter.) On the music, Flies move as I say (fast walk, gallop, etc.). While moving, watch the Frog. When the Frog jumps up, move quickly to the boundaries before it tags you. I will choose a new Frog each round.



WELLNESS

Did you know that fish are low in fat, high in protein, and full of healthy fatty acids called Omega-3s? Omega-3s can lower your risk of getting certain diseases, and they’re especially good for your heart. Eating fish 1-2 times each week can actually help reduce heart disease. Ask a parent to swim on over to the grocery store and catch a few for supper!

STANDARDS ADDRESSED

● NASPE

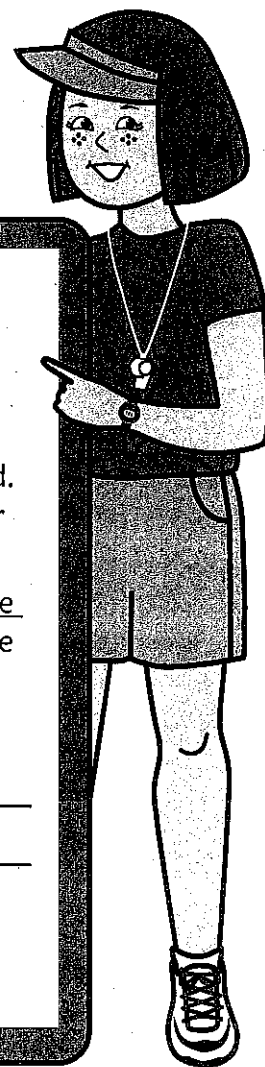
- #1, 2 Spatial awareness, locomotor skills, chasing and fleeing
- #3, 4 Participates in enjoyable, challenging activities, aerobic capacity
- #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

PAULA'S POINTERS

- The Cookie Monster may not respond “No” more than 2 consecutive times.
- Play until most have been tagged. Choose the next Cookie Monster and start again.
- In the classroom, read If You Give A Mouse A Cookie by Laura Joffe Numeroff.

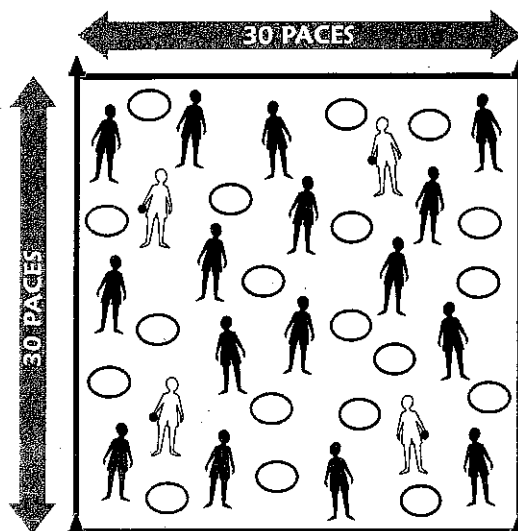
NOTES





Ready

- 4 cones (for boundaries)
- 1 hoop per student (at least 3 different hoop colors)
- 4 fluffballs
- 1 spot marker per student (at least 3 different colors – optional)
- 1 deck of playing cards (optional)



Set

- Create large (30X30 paces) activity area.
- Scatter hoops and students within area.
- Designate 4 students as “It,” and give 1 fluffball to each.

GO!

1. The object of *Color Tag* is to avoid being tagged by the “Its” by dodging or standing in the “safe” color hoop.
2. On the music, fast walk (*then gallop, side-slide, skip, run*) within our boundaries, and avoid being tagged by the Its’ fluffball.
3. If you are tagged, take the fluffball and become an It.
4. Our 1st safe color hoop is (*blue*). You may only stand in a (*blue*) hoop for a count of 3; then you have to leave.
5. More than 1 person can be in a safe hoop.
6. Each round, I will call a new color that will be safe that round.
7. (*Play 2-3 minutes, then stop and change the color.*)
8. **Add 1 for Fun**
 - Instead of standing in your hoop, each round I’ll give you something to do.
 - This time, do 3 push-ups!
 - (*Change the task each round; e.g., 3 sit-ups, 3 jumping jacks, 3-second jog in place, 3 imaginary rope jumps, etc.*)
9. **Wrap It Up**
 - Who can tell us a strategy you used to avoid being tagged?
 - There are 3 primary colors. These are the colors all other colors are made from. Who can name 1 of them?
 - They happen to be the SPARK colors, too!

★ SPARK★ IT UP!

★ Spots of Color

(Scatter different colored spot markers within the area.) This time, we'll use spot markers instead of hoops for our safe areas. One more change: Only 1 person at a time may stand on a spot marker (for a count of 3)!

★ Cone Zone

Now we'll add 1 more twist. If you can touch 1 of our 4 cones without being tagged first, you may skip around the outside of our area (*point direction*) 1 time like a free deer in the forest. Then come back in and join the game.

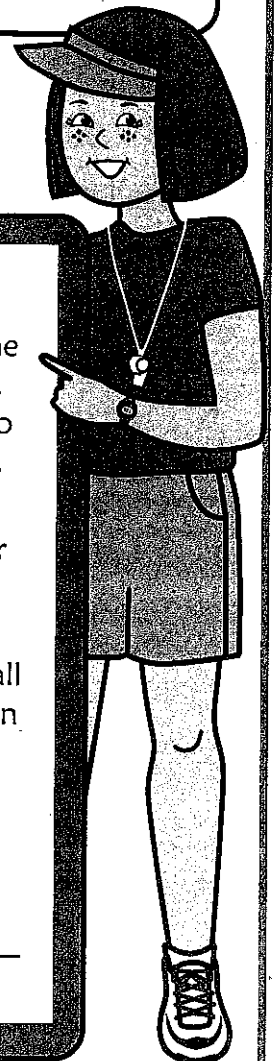
★ Card Counting

(Place a numbered playing card inside each hoop or under each spot.) There is a card hiding under your spot (or lying face down in your hoop.). This time, when you're in your safe color, look at the number on the card. The number represents how many seconds you can stay (or march in place, jog, etc.) in that hoop.



HOME

A fun way to stay healthy is by eating colorful fruits and vegetables. Yes, colors are good for you! Choosing a wide variety of colors means you'll eat many different vitamins and minerals. Pretend your plate is a blank canvas – that's what painters begin with. What kind of picture can you create using colorful fruits and vegetables? Remember, the S in SPARK stands for "Select fruits and vegetables." So add a little color to your plate, and make it a work of art!



STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

PAULA'S POINTERS

- Children will often run outside the boundaries while fleeing a tagger. This is a learned skill over time, so stay positive and only encourage.
- If too many students run beyond your sidelines, either enlarge your boundaries or use more cones to designate the lines.
- Review safe tagging with a fluffball if a lot of time has passed between tag games.

Vocabulary

Canvas

NOTES

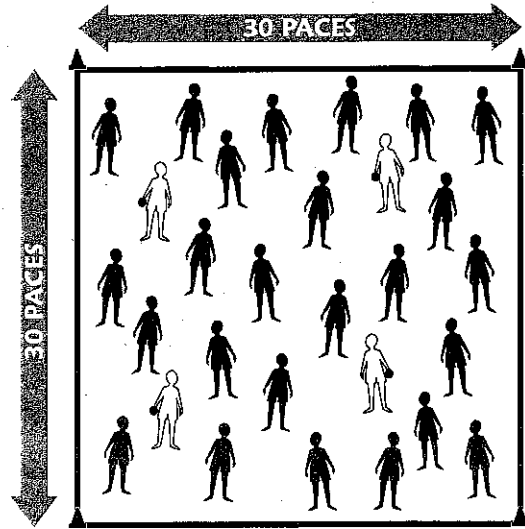


Ready

- 4 cones (for boundaries)
- 1 fluffball per 8 students
- Music and player

Set

- Create large (30X30 paces) activity area. (Note: This activity requires students to crawl; play indoors on a soft surface or outdoors on dry grass.)
- Scatter individuals within area.
- Designate 4 students as “Its,” and give 1 fluffball to each.



GO!

1. The object of *Stuck-in-the Mud* is to avoid being tagged by the “Its” (taggers) while freeing others who have been tagged.
2. When the music starts, fast walk (then skip, side-slide, gallop, run) within our boundaries and avoid being tagged by an It.
3. If tagged, stand in a straddle position (feet wide apart) with your arms straight up. You are “stuck in the mud!”
4. Players: Free those stuck in the mud by crawling through their legs!
5. Its: Safely and gently tag as many as you can with your fluffball. You may not tag anyone while they are crawling through someone’s legs or getting up.
6. (Play 2-3 minutes, then stop and designate new Its.)
7. **Wrap It Up**
 - Who freed someone from the mud today? How did it feel to be freed?
 - Did you remember to thank the person that rescued you?
 - Today at recess, lunch, after school, or at home, you may have another opportunity to help someone. It’s always the right thing to do.

★ High-Five Tag

When tagged, stand frozen and balance on 1 foot with 1 hand raised high (*demonstrate*). Free a frozen player by giving them a high-five. Be sure to thank your rescuer.

★ Leap Frog Tag

When tagged, squat very low. Free a squatting player by leap-frogging over them. Thank your rescuer.



ACADEMIC

Social Studies

The game we played today, *Stuck-in-the-Mud*, originated in England. It rains a lot there, so it's easy to see how people could **really** get stuck in the mud. And speaking of England, did you know that the version of baseball we play today is said to have its roots in England? It comes from a game called Cricket that's still popular today. No, not the cricket that rubs its legs together and makes noise at night, but a game played with paddles and a hard ball on a very large grass field. (*Discover playground games children play in England: <http://www.woodlandsjunior.kent.sch.uk/studentssite/playgroundgames.htm>*)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

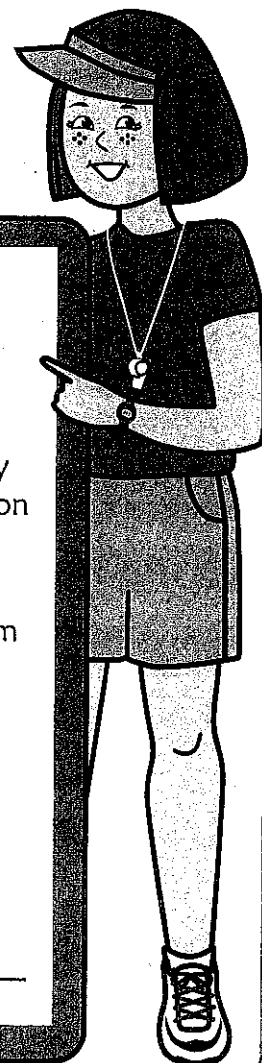
PAULA'S POINTERS

- If an indoor surface or grass field are not available, have students free tagged players by doing 3 jumping jacks (or another activity where they don't have to crawl on the ground) with them.
- Progress from moderate to vigorous tempos as children warm up and demonstrate safe play.
- Vary the locomotor skill each round.

Vocabulary

Rescue

NOTES



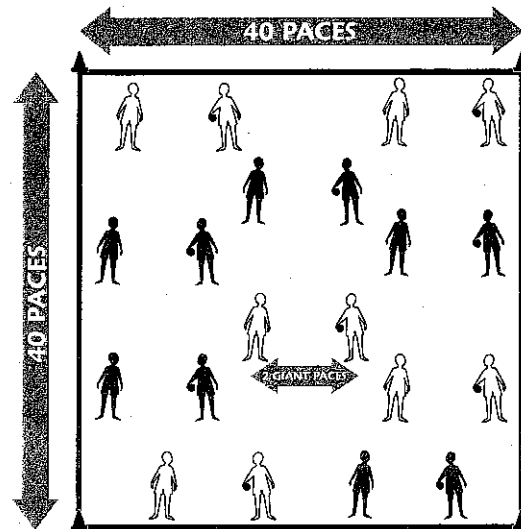


Ready

- 4 cones (for boundaries)
- 1 3" foamball per 2 students
- Music and player
- Assorted tossables (optional)
- 2 paper plates per student (optional)

Set

- Create extra large (40X40 paces) activity area.
- Pair students; send them to select a ball/tossable.
- Scatter pairs within area to face off, 2 giant paces apart.



GO!

1. Today's game is called *Catch and Chase*. We will use throwing, catching, chasing, and fleeing skills.
2. When the music starts, play catch with your partner using underhand tosses.
3. When the music stops, the partner with the ball is the "Chaser" and tries to tag their partner using a safe and soft 2-finger tag.
4. Chasers: If you tag your partner, give them the ball. They become the new Chaser.
5. New Chasers: You must do 3 jumping jacks before you can chase your partner.
6. When the music starts again, partners come back and play catch.
7. (*Switch partners every few minutes or after several rounds.*)
8. **Wrap It Up**
 - Why was it safer to use a soft, underhand toss in this game? (*Because you and your partner are close together.*)
 - What does the P in SPARK stand for? (*Play actively.*)
 - Could you and a friend play this game at recess, lunch, after school, or at home?

★ SPARK IT UP!

★ Slow It Down

(Each student needs 2 paper plates, i.e., crayon boxes, or other cardboard surface, under their feet.)

Can you and your partner keep the plates under your feet while we play? (This stops students from running, as they must shuffle to keep their feet on the plates.)

★ Speed It Up

(After students show they are moving safely.) I'll call a locomotor skill for everyone to do (e.g., skip, side-slide, gallop, run) and increase the tempo (e.g., skip at a medium pace, gallop quickly, run as fast as you can, etc.).

★ Change the Distance and Throw

(Increase the size of the activity area and ensure pairs are spread out safely before starting.) When you and your partner return to toss and catch again, stand further apart from one another, and change the type of throw you use. Can you roll the ball back and forth? Toss it higher in the air? Use a soft 1-hand overhand throw? Can anyone catch it with 1 hand?



ACADEMIC

Language Arts

I'll give you a word to spell. Each catch (not throw) allows you to call 1 letter. Keep going, and see if you and your partner can spell the entire word together.

Use your spelling words and/or:

Ks: Dog – Me – Cat – You

1st: Lion – Bear – Here – There

2nd: Horse – Water – First – Little

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing, throwing and catching

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

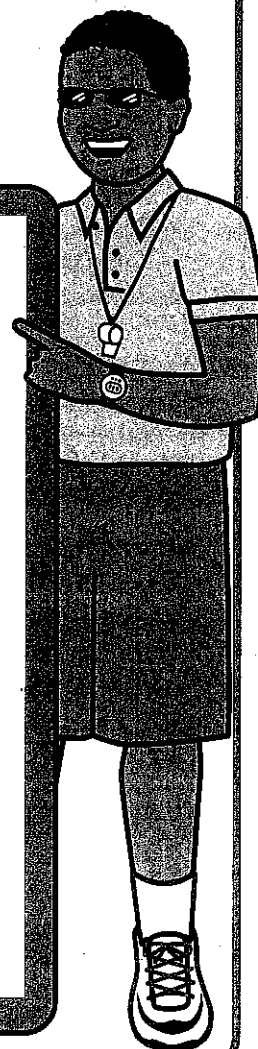
#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

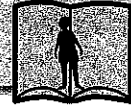
Your State (Write in here)

TONY'S TIPS

- You may choose to play with beanbags first – especially helpful for Ks – and/or provide pairs with choices of different tossables.
- Begin by having partners standing near each other for tossing and catching. Gradually increase the distance between them when they are catching consistently.
- Remind students to tag lightly with 2 fingers of their free hand. Do not tag with the ball.

NOTES





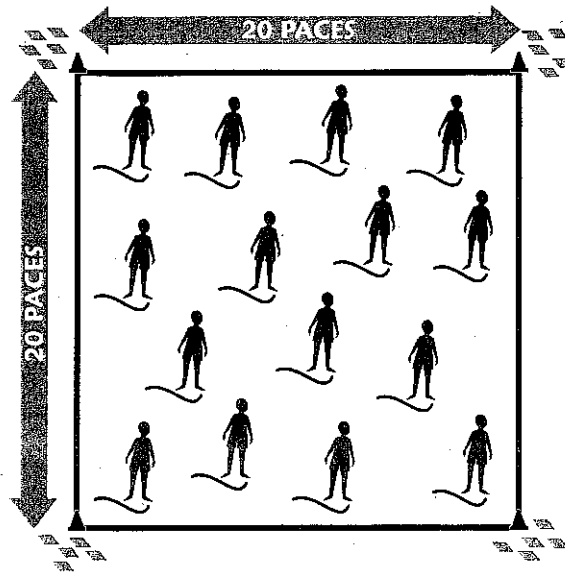
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Ready

- 4 cones (for boundaries)
- 1 7' rope per student
- 1 beanbag per student

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes within the area.
- Send students to stand by a rope.
- Place beanbags in corners.



GO!

1. Jump for Distance

- Stretch your rope on the floor and practice jumping over it.
- When you land, bend your knees and think of your feet sinking into soft sand.
- Now stand at one end of your rope with your feet on each side of it.
- How far can you jump down the length of your rope?
- *(Cues for students while they are practicing: Swing your arms forward and upward; think of a rocket ship and take off; lean forward on your landing.)*

2. Jump the Distance of Your Height

- *(Send students in small groups to select 1 beanbag each.)*
- Hold your beanbag in one hand. Move your feet near one end of your rope.
- Lie down carefully and wherever the top of your head extends to, place the beanbag on the rope right on that spot.
- Ask a friend for help if you're having trouble.
- The distance from the end of your rope to the beanbag is your height!
- Stand at the end of your rope; then try to jump to the beanbag and beyond.

3. Leap the Puddle

- *(Pair students.)* Partners, place your ropes on the floor 1 step apart. Pretend the space between the ropes is a puddle of water.
- On my signal, take turns trying to leap over the puddle.
- Remember, a leap is when you take off from 1 foot and land on the other.
- If you leap over your puddle 2X in a row, move your ropes farther apart and try again.
- How many times can you leap your puddle in 30 seconds?

4. Wrap It Up

- What should you do with your arms to gain distance on your jumps? *(Swing forward and upward.)*
- Which foot did you prefer to take off from when you leaped over the puddle? Do you think you can leap farther when you take off from that foot?

JUMPING

GRADES K-2

★ Swamp Jump

(Scatter all spot markers within area, making sure they are close enough so students can jump from one spot to another, but far enough to provide a challenge. Send students to stand on one sideline.)

On my signal, jump from spot to spot across our play area (swamp). Can you make it to the other side without falling into the swamp? When you reach the other side, run around the perimeter and back to your starting spot (and keep going).

★ Swamp Jump with Gators

(Move spots so students cannot make it to another spot in 1 jump.) I'm going to hand 1 beanbag to each of the 3 students who will be our first "Alligators!" The Gators will try and tag you (safe tag with their beanbag) when you are off of a spot and standing in their swamp. If you are tagged, take that Gator's beanbag and become the new Gator (tagger).



ACADEMIC

Math

(Need tape measures or yardsticks to create a pre-measured jumping area with a start line and lines every 6".) Let's measure the distance you jump in feet and inches.

Language Arts

(Read Anna Banana by Joanna Cole. This book includes 101 jumping rhymes.)

(Read Five Little Monkeys Jumping on the Bed by Eileen Christelow. Have students jump along to the cadence of the rhyme.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, jumping, landing

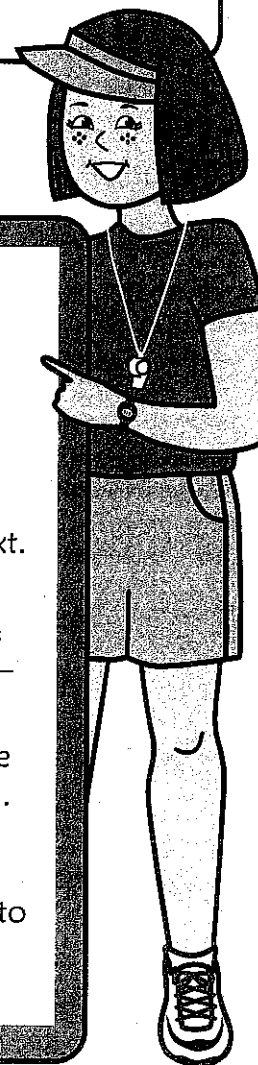
#3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

● #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Teach 1 cue at a time (e.g., feet shoulder-width apart, bend hips and knees, push off balls of feet, swing arms back to front, etc.). When students show they are using the 1st cue, move to the next.
- When jumping for distance, students should still land on both feet under control and balanced – not fall to the floor.
- Set up "puddle" ropes at an angle to each other rather than parallel. Allow students to match their ability to the "puddle" distance, and encourage them to progress to greater angles.





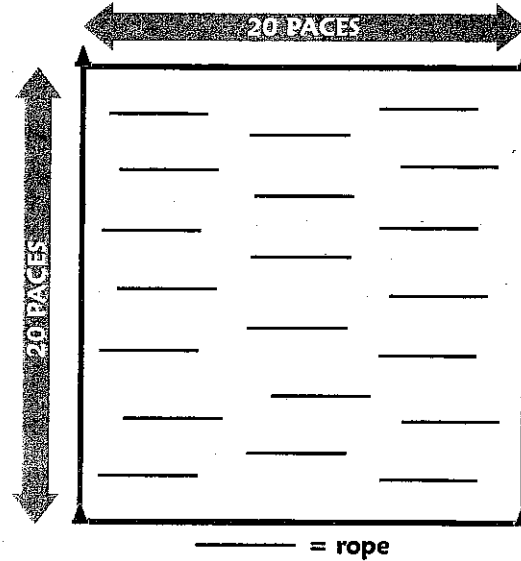
Ready

- 4 cones (for boundaries)
- 1 7' rope per student
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes parallel to one another within area.

GO!



1. Introduction

- Jump rope activities are a great way to make your heart strong, build strength in your legs, and have a lot of fun!
- To stay safe, make sure there is plenty of space between you and others.
- When we're ready, I'll send you to a rope, make sure everyone is spread out safely, then give you a challenge or a rope trick to try.
- Practice while music plays (or on "Go!"); freeze when it stops (or on "Freeze!").

2. Straight Rope Jumping

- **Challenges** – Can you. . .
 - o Walk forward along the side of your rope, to the end and back?
 - o Walk the rope like a tightrope? Don't step on the handles.
 - o Gallop to the end of your rope, switch feet, and gallop back?
 - o Hop on 1 foot to the end of your rope, switch feet and hop back?
 - o Straddle (1 foot on each side of the rope) and jump down the rope and back?
 - o Keep your feet together and jump over your rope side to side like a skier?
 - o Jump from side to side the length of your rope and back?
 - o Cross your legs like an "X" on either side of the rope, then uncross them? Do this as you jump the length of your rope and back.

3. Circle Jumping

- Make a circle with your rope; then stand inside.
- **Challenges** – Can you. . .
 - o Jump out of your circle? Back in? Jump around your circle at a high level?
 - o Hop around your circle? Switch feet; go back in the other direction?
 - o Hop in and out of your circle while traveling around it?
 - o Jump over your circle? Jump back again?
 - o Side-slide quickly around your circle? Gallop the other way?
 - o Leap across your circle? Now turn around and leap back?
 - o Side-slide around 3 circles and jump back into your circle? Now jump in place?

4. Wrap It Up

- What kinds of things can you jump over in your neighborhood or at home?

* SPARK* IT UP!

* Crazy 8 Challenges – Can you. . .

- Make the number 8 with your rope? Now we have 2 circles to play with!
- Leap gracefully from 1 circle to the other?
- Gallop slowly around your 8?
- Make a bridge so your hands are in 1 circle and your feet are in another?
- Move slowly on all 4s around your 8?

* Triangle Challenges – Can you. . .

- Make a triangle? (See my triangle?) Jump up really high inside your triangle?
- Walk on tip-toes around your triangle 3X, then change direction and heel-toe back?
- Place a body part on each corner of your triangle and balance yourself?

* Leaping Lizards

(Lay 8-10 ropes in a path like spokes on a wheel. Line students up 2-3 per rope.) On my signal, leap over the rope in front of you, then run to the next rope and leap over it. Continue running and leaping around our circles until you hear the stop signal.



HOME

Jumping rope is a great activity to do at home – indoors (if there's room and you get permission) or outside (highly recommended to make parents happy!). Borrow a rope from me (*incorporate a check out system for ropes*), and try to make patterns with your jumps on each side of the rope. How many times can you repeat your pattern before you're really tired? If you don't have a rope, use a line anywhere at home (on the floor, from 1 carpet to another, etc.), and practice jumping, hopping, or leaping over it.

STANDARDS ADDRESSED

• NASPE

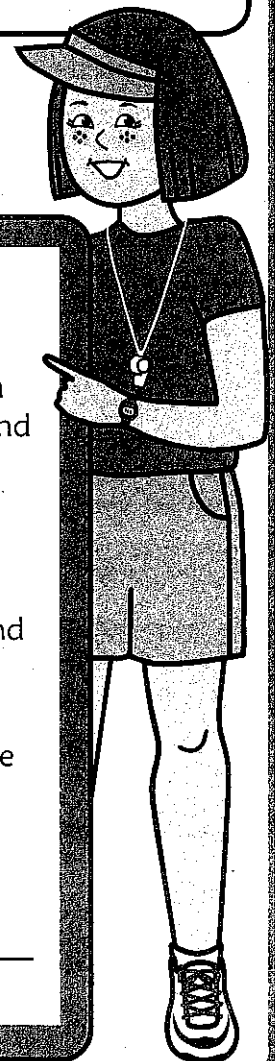
- #1, 2 Spatial and body awareness, locomotor skills
- #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance
- #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Constantly recheck the environment for safety. Maintain plenty of space between ropes and students.
- Lay ropes parallel to maximize space and allow all students to move in the same direction. This provides easier cueing for you and helps the visual learners follow along.
- Watch for those students who are skilled jumpers and use them to demonstrate.

NOTES



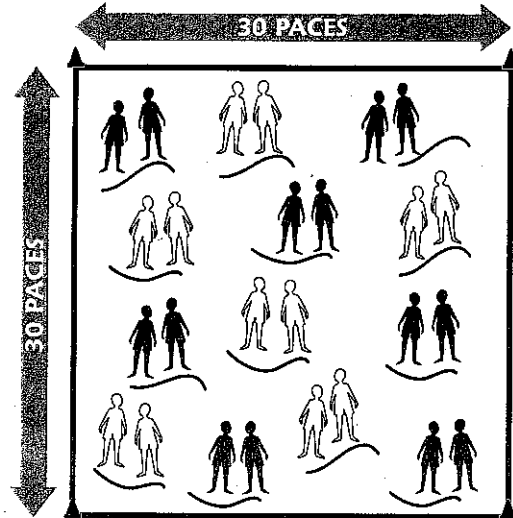


Ready

- 4 cones (for boundaries)
- 1 14' long rope per 2 students
- Music and player
- Jump Rope Chants (SPARKfamily.org) (optional)
- 1 8½" playground ball per 3-4 students (optional)
- 1 drum or anything to make and change beats (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Pair students; send pairs to stand by a rope.



GO!

1. Today we will practice turning a long rope. You must learn to turn before you learn to jump. Turns must be even and steady, or even skilled Jumpers will have trouble.
2. On my signal, pick up the rope by its handles, then step apart until the rope sags in the middle and lightly touches the floor (*ground*).
3. Stand with your feet shoulder-width apart, facing your partner.
4. One of you is the "Lead Turner." Lead Turner says, "Ready, Go!" and you both begin turning the rope in the same direction. Mirror your turning partner as you turn.
5. While turning, keep your arms and elbows close to your body, waist high, elbow bent to 90° (*demonstrate*).
6. Make sure the middle of the rope touches the floor as it turns.
7. **Challenges** – Can you and your partner. . .
 - Keep your rope turning at the same pace? Say "One, two, three" each turn of the rope.
 - Turn the rope slowly? Work together to slow down, and then hold a slow and steady pace.
 - Turn the rope really fast? Speed up, and when you've reached a speed you can control, try and keep it going.
8. **Wrap It Up**
 - What do you and your partner need to do while turning the rope so someone can jump successfully? (*Cooperate, communicate, compromise.*)
 - Are there ropes available during recess or lunch breaks? Why don't you and a friend ask a playground monitor if you can borrow one and practice rope turning again?

★ Jump Rope Chants

(Need Jump Rope Chants from SPARKfamily.org.)

I'll read different rhymes and rhythms to you. See if you can keep the beat with your jumping. Once you learn the words, say them out loud with me.

★ Keep the Beat

(Need a drum, bongos, whistle, or different musical selections.) I'll get a rhythm going by beating my drum. Work with your partner to turn your rope to the beat. I'll vary it from slow and steady, to faster, to a steady fast beat, and then we'll try a few surprises (e.g., see if children can mimic patterns – fast, fast, slow 2 counts, and repeat).

★ Watch the Bouncing Ball

(Create groups of 3.) As Turners stand ready, the 3rd member of the group tosses a ball upward so it bounces between the 2 Turners. Turners, turn the rope under the bouncing ball, and adjust your speed as the ball's bounces become smaller and faster.



HOME

Practice rope turning at home. Try tying your rope to a fence or another object that can't tip over. Check with a parent first to make sure your idea and what you plan to use are OK; then go for it! Is it easier or more difficult to keep a steady pace with the fence post or a partner? When you're ready, ask a friend or family member to jump while you turn, then switch so you have a chance. We'll all be jumping in class soon!

STANDARDS ADDRESSED

● NASPE

#1, 2 Rope turning

#3, 4 Participates in enjoyable, challenging activities

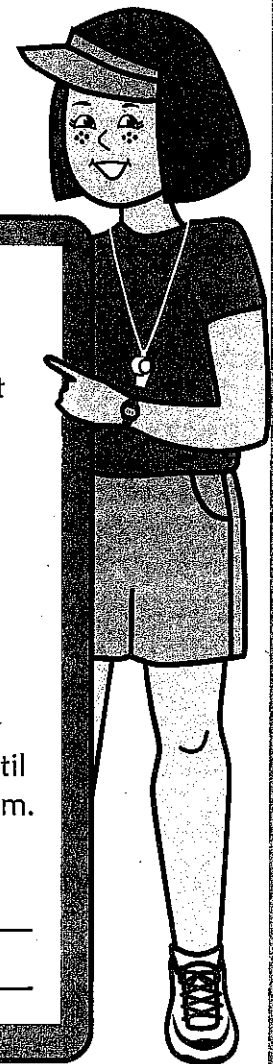
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

PAULA'S POINTERS

- Think safety: Ensure students respond quickly to stop and start signals before beginning rope activities.
- Use 9-12' ropes for K-1 students; 12-14' for 2nd graders.
- Use music, a drumbeat, or count out loud to help keep a steady beat.
- Turning the rope may be difficult for younger children. Practice until they can maintain a steady rhythm.

NOTES



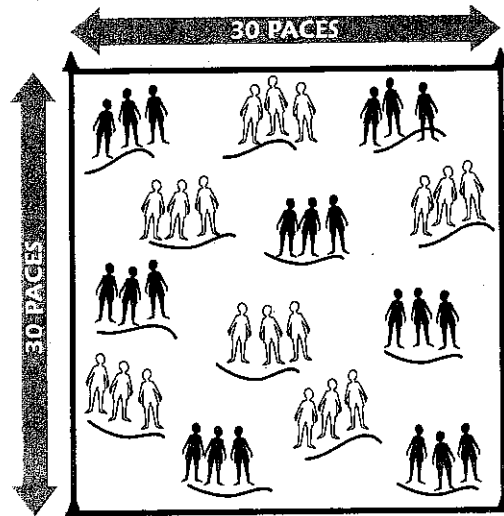


Ready

- 4 cones (for boundaries)
- 1 14' long rope per 3 students
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Create groups of 3; send groups to stand by a rope.



GO!

1. Introduction

- Today we are going to practice long-rope turning and jumping skills.
- Show you can be a good group-mate by sharing, taking turns, and doing your best.

2. Building a House

- Turners: Hold the rope 3" (*demonstrate*) above the floor (*ground*).
- Jumpers: Face the rope, and jump back and forth over it.
- Turners: Each time the Jumper makes it over and back, raise the rope a little higher.
- Switch roles on my signal.
- (*Rotate students every 1-2 minutes after this and each of these activities.*)

3. Ocean Waves

- Turners: Make waves by moving your arms up and down.
- Jumpers: Can you time it so you jump over the lowest part of the wave?

4. Snake in the Grass

- Turners: Squat down, and wiggle the rope side-to-side like a snake.
- Jumpers: Can you leap over the snake?

5. Blue Bells

- Jumpers: Stand in the center of the rope facing a Turner.
- Turners: Move the rope back and forth like a pendulum; let it swing as high as your shoulders.
- Jumpers: Jump over the rope just before it touches your feet. Watch the rope!

6. Wrap It Up

- When jumping over a swinging rope, should you jump high or low? (*Low.*)
- Give me a thumbs up if you:
 - Did your best.
 - Took turns.
 - Shared your time and equipment fairly.

* Jumping School

While the rope is being turned, one Jumper runs in (*front door*) without jumping. This is passing Kindergarten. To pass 1st grade, run in, take 1 jump, and run out. For 2nd grade, run in, take 2 jumps, and run out. You get it now! How many grades can you pass in the next 3 minutes? (*Rotate Jumpers and Turners.*)

* Jumping Clock

(*Create groups of 4-5.*) While the rope is being turned, the 1st Jumper runs in (*front door*), jumps once (1 o'clock), and runs out. The next Jumper runs in, jumps twice (2 o'clock) and runs out. Continue taking turns, adding 1 jump each time. Can any groups reach 12 o'clock?



WELLNESS

Jumping rope for 15 minutes without stopping is as good for you as running for 2 miles or riding a bike for 3 miles. Now don't "jump" to conclusions; I don't expect you to jump rope for 15 minutes, just remember to "Play actively!"

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial and body awareness, locomotor skills, nonloomotor skills, rhythmic sequencing

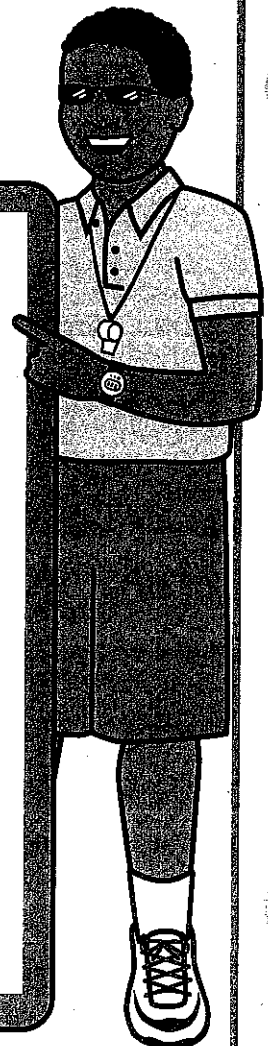
• #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

#5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

TONY'S TIPS

- This lesson (and the next) presents a challenging progression which may require additional sessions for students to attain all the skills.
- Don't hesitate to repeat these activities and/or include them any time of the year for a fun (and very active) break from the routine.
- Only those students able to jump up 2-3" with both feet are ready to jump rope. Teach in levels so groups are attempting activities that best align with their abilities.
- Remember to use *Jump Rope Chants* for fun and to help students obtain a steady rhythm.



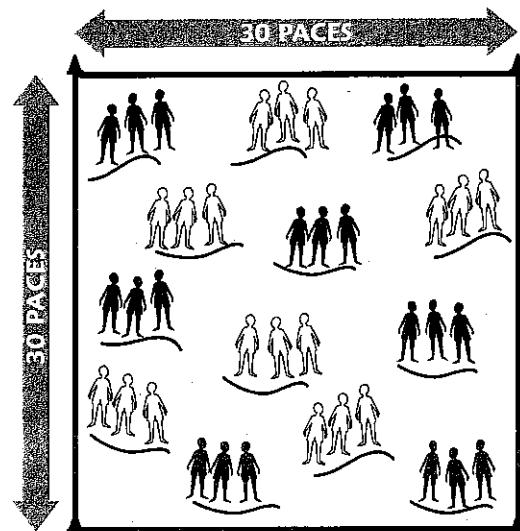


Ready

- 4 cones (for boundaries)
- 1 14' long rope per 3 students
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Create groups of 3; send groups to stand by a rope.



GO!

1. Introduction

- Today we'll continue learning and practicing long-rope turning and jumping skills.
- First, we'll repeat the activity we did last for practice and our warm-up (*review Jumping a Turned Rope I and repeat Blue Bells*).

2. Full-Turn Jumping

- Jumpers: Begin in the middle facing the Lead Turner.
- The Turners will do 3 pendulum swings for you to jump over, followed by a full turn of the rope. Can you do all 4 jumps in a row?
- Keep practicing, and I'll come around to help.

3. Jumping Rope from a Standing Start

- Jumpers: Move to the middle and face the Lead Turner.
- When you're ready, say "Go!" then watch the rope, and jump over it before it touches your feet.
- Turners: Begin your full-rope turns, and try to maintain a steady rhythm.

4. Jumping a Turning Rope

- "Front door" means entering from the side where the rope is turning toward the Jumper.
- Jumpers: To enter the front door, stand near a Turner, then move to the center of the rope.
- Jumpers: Run through the turning rope without jumping. Follow the rope, and exit out the other side.
- (After trials.) If you run through successfully 3X, try staying in the middle and jumping over the rope for a few jumps.

LONG ROPE JUMPING II

GO! (continued)

- **Challenges** – Can you . . .
 - Jump 3X without a miss? 4X? 5X or more?
 - Jump 2X and exit out the back door?
 - Jump 2X facing 1 Turner, then turn and jump 2X facing the other Turner?

5. **Wrap It Up**

- What do you still need to work on to be a better Turner or Jumper?

LONG ROPE JUMPING II

*SPARK™ IT UP!

* More Challenges

- Instead of a 2-foot jump, can you hop on 1 foot? The other foot?
- Can you hop on a different foot each rope turn?
- How long can you alternate hops without a miss?
- Can your Turners turn the rope faster for you? How fast can you jump?
- How many times in a row can you jump without a miss? Count out loud.

* Jump to the Music

(For advanced learners.) Turners, can you time your rope turns to the beat of the song? I'll play a few bars to give you time to get on the beat. Jumpers, when you think they have it, go ahead and jump in.



ACADEMIC

Language Arts

(Read Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault.

Read The Crayon Counting Book by Pam Munoz and Jerry Palotta.

Read 1, 2, 3 To The Zoo by Eric Carle.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, rope turning, jumping, hopping, landing, rhythmic sequencing

- #3, 4: Participates in enjoyable, challenging activities, cardiovascular endurance

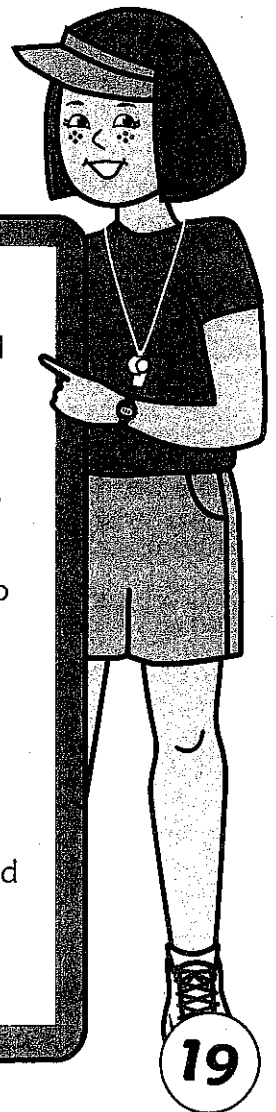
#5, 6 Participates, appreciates, enjoys movement, cooperates in a small group

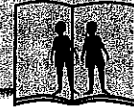
Your State (Write in here)

● _____

PAULA'S POINTERS

- Once students acquire turning and jumping skills, work with recess and lunch playground supervisors to designate a "jump rope area," and make long ropes available for student practice.
- Teach playground staff at the jump rope area how to group students, encourage their participation, and offer positive, specific feedback.
- At times, ability-group students so they are challenged to improve. Gather students working on basic skills, and give them extra time and attention.
- See the *Jumping Unit Introduction* for more *Tips and Pointers*.



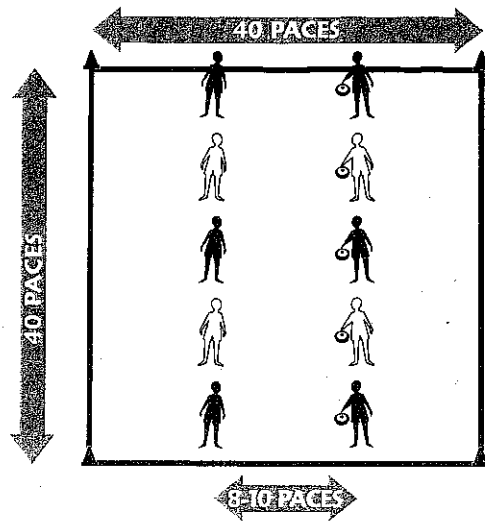


Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students; partner face-off formation (8-10 paces apart); each pair with a disc.



GO!

1. The object is to learn and practice the backhand throw and the “clap” catch with a partner. The backhand throw is the easiest of the disc throws to learn and master.
2. **The grip**
 - Place your thumb on top of the disc, and your index finger on the outside edge.
 - Curl your other fingers under the rim, and grip firmly.
3. **The backhand throw**
 - To make your throw, turn your side to your target, and hold your disc parallel to ground.
 - Point your throwing elbow at your target, and step toward the target with your front foot.
 - Extend your arm, and snap your wrist as you release, pointing at the target.
4. **The catch**
 - Before we practice the throw, let’s learn how to catch a disc.
 - Hold hands out in front of you; 1 above and 1 below.
 - As the disc comes into your hands, “clap” it between them.
 - Keep your eyes on the disc as it comes into your hands.
5. On signal, play catch with your partner.
6. (*Rotate partners every few minutes.*)

CHALLENGES

- ★ How many catches can you make before the signal?
- ★ How quickly can you make 20 catches? Jump up and down when you get there!
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

CUES

- ★ Side to target.
- ★ Keep your forearm and disc parallel to the ground.
- ★ Snap your wrist.
- ★ Point at the target on finish.

* SPARK™ IT UP!

★ Scattered

(Play in scattered formation.) On "Rotate," anyone not holding a disc runs quickly to find a new partner with a disc.

★ Step Back

Pass back and forth with your partner. Each time you make a catch, take 1 step farther away from your partner.



ACADEMIC

Let's list as many different sports and activities that use a backhand motion (e.g. tennis, badminton, hockey, etc.) as we can. Draw a picture of yourself playing one of the sports we list using the backhand motion. We'll use the drawings to create a bulletin board.

STANDARDS ADDRESSED

NASPE

#1, 2 Backhand throw, clap catch

#5, 6 Accepting challenges,

- cooperation

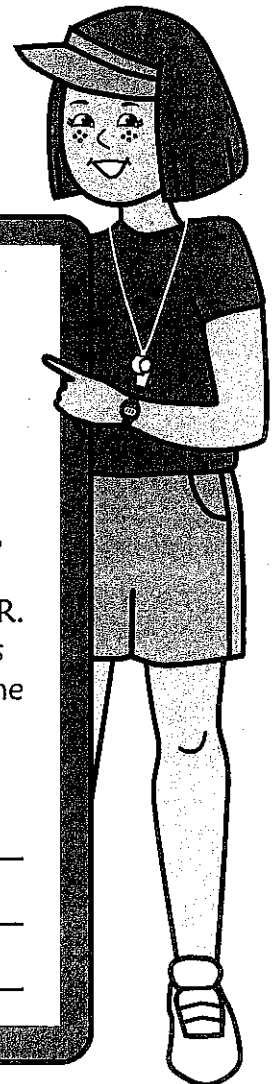
Your State (Write in here)

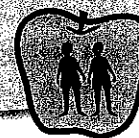
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PAULA'S POINTERS

- Keep students well spaced when first learning a throw/catch, to avoid discs hitting others.
- For efficient partner rotation, get all discs back to students in 1 line, and then have all students in the other line shift 1 student to their R. The student farthest to the R runs behind their line all the way to the L end.

NOTES



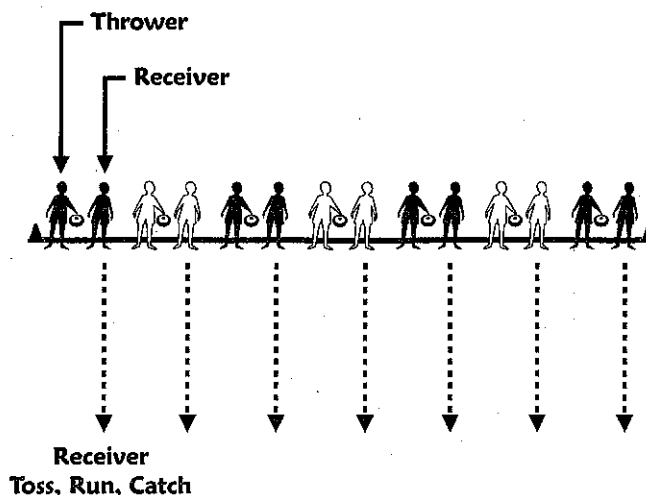


Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

Set...

- Create a long line on 1 edge of field.
- Get students in pairs on line; each pair with a disc.



GO!

1. The object is to learn and practice backhand throws using the *Give and Go* with a partner.
2. (Review cues for grip and throw.)
 - Thumb on top; index finger on outside edge.
 - Curl fingers under the rim.
 - Throwing side to target; disc parallel to the ground.
 - Extend elbow, and snap wrist.
 - Point to target and release.
3. **Give and Go**
 - The Give and Go is an offensive strategy used to move the disc upfield.
 - The thrower “gives” (using backhand throw to partner); then “goes” (run to open space) to receive a pass back from partner.
 - Continue giving and going throughout the area.
 - Try to “lead” your partner with your pass (pass to the open space where your partner is going, not where they started).
4. (Rotate partners every few minutes.)

CHALLENGES

- ★ How many catches can you make before the signal?
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

CUES

- ★ Run forward (not sideways or backward) when going out for a pass.
- ★ Throw to where your receiver will be, not where they are.

* SPARK * IT UP!

★ Perimeter Move

(Partners scattered around perimeter.) Receiver runs ahead of the Thrower. The Thrower throws and then runs ahead of the Receiver. Continue throwing, running and receiving around perimeter until signal.

★ Grid Group Passing

(Groups of 3-4 in 10X10 pace grids.) Thrower may pivot and pass. Receivers, move throughout the grid to receive. How many catches can you make before the signal? Can you tell your partner 1 thing that will make them a better thrower? Catcher?

★ Bigger Grids

(Same as in Grid Group Passing, but create larger grids to challenge accuracy and distance.)



WELLNESS

The “give and go” is used in many sports. Nutritionally, you can also “give and go.” **GIVE** up unhealthy foods like soda, chips, and candy, and your body will perform better. Then **GO** by eating lots of fruits, vegetables and other healthy foods. Try it for a couple of days; you’ll notice a big difference.

● STANDARDS ADDRESSED

NASPE

#1, 2 Backhand throw

#3, 4 Cardiovascular fitness

● #5, 6 Cooperation, helping others

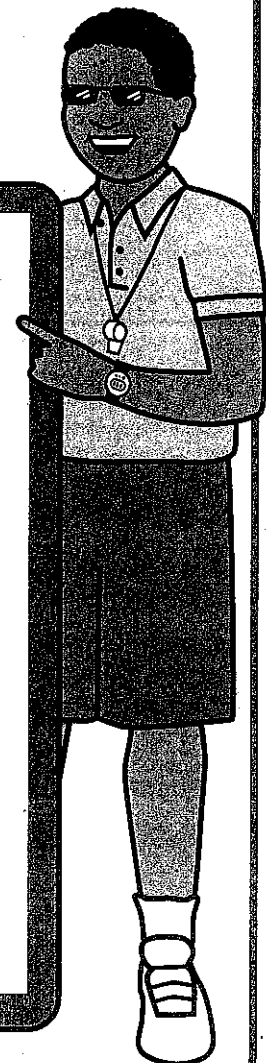
Your State (Write in here)



TONY'S TIPS

- If students are getting in each others' way, use 10X10 grids for each pair.
- For efficient partner rotation, all students without a disc run quickly on “Rotate” to find a new partner with a disc.

NOTES





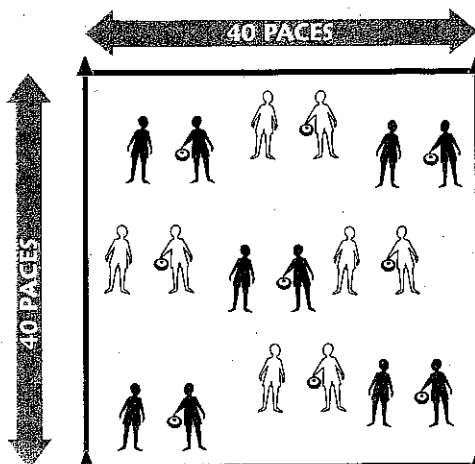
Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students; scatter in area; each pair with a disc.

GO!



1. The object is to learn and practice the basic forehand throw.
2. The forehand throw is done with your throwing arm out to the side of your body, rather than crossed in front like the backhand throw.
3. **The grip**
 - Hold your thumb under the front side of the rim.
 - Curl your fingers over the front edge.
4. **The forehand throw**
 - Face your target; bring your throwing elbow in to your hip.
 - Keeping the disc parallel to the ground; flick your wrist as you release the disc.
5. On signal, play catch back and forth with your partner.
6. When you've caught 6 in a row, play *Give and Go* using the forehand throw. One partner runs out for a short pass; the other throws. Alternate throwing and running/catching until signal.
7. (*Rotate partners every few minutes.*)

CHALLENGES

- ★ How many catches can you make before the signal?
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

CUES

- ★ Run forward (not sideways or backward) when going out for pass.
- ★ Throw to where your receiver will be, not where they are now.

SPARK IT UP!

* Perimeter Move

(Partners scattered around perimeter.) Receiver runs ahead of Thrower. Thrower throws, and then runs ahead of Receiver. Continue throwing, running and receiving around the perimeter until signal.

* Grid Group Passing

(Groups of 3-4 in 10X10 pace grids.) Thrower may pivot and pass. Receivers move throughout grid to receive. How many catches can you make before the signal? Can you tell your partner 1 thing that will make them a better thrower? Catcher?

* Bigger Grids

(Same as in Grid Group Passing, but create larger grids to challenge accuracy and distance.)



HOME

Make a list of as many activities that use a forearm motion as you can. Can you think of any that don't need a racquet or stick? Keep your list handy, and practice the forehand motion from each of those sports. You might have to ask some friends or a teacher to borrow a piece of equipment. Practice your forehand skills with a friend or against a wall.

STANDARDS ADDRESSED

NASPE

#1, 2 Forehand throw, clap catch

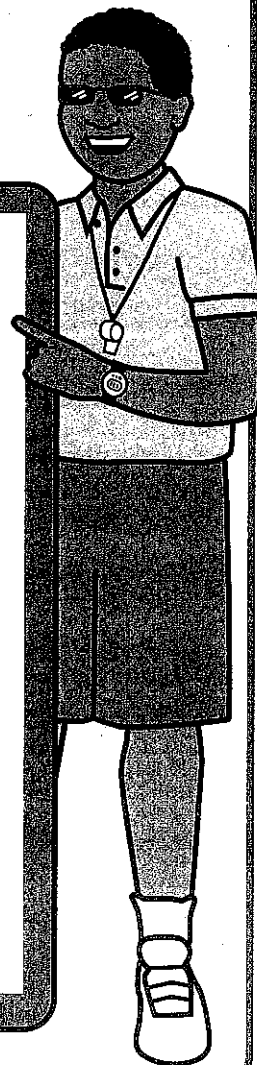
#5, 6 Accepting challenges, cooperation

Your State (Write in here)

TONY'S TIPS

- If students are getting in each others' way, use 10X10 pace grids for each pair.
- For efficient partner rotation, on "Rotate," all students not holding a disc run quickly to find a new partner with a disc.

NOTES





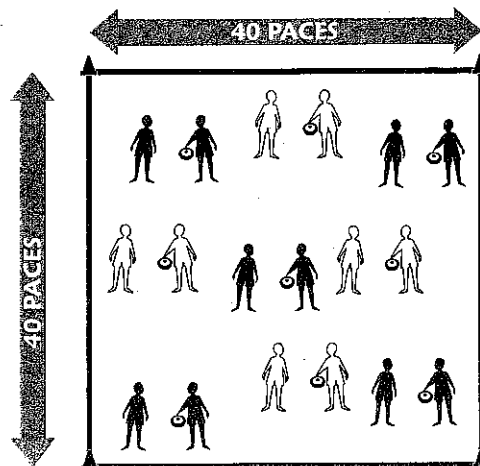
Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students; scatter in area; each pair with a disc.

GO!



FLYING DISC

1. The object is to learn and practice various types of catches.
2. **2-Hand Catch**
 - *(Teach and demonstrate 2-Hand Catch)*
 - Both hands in front; palms out; thumbs down.
 - Bring your fingers to your thumb as disc hits hand.
 - On signal, play Give and Go with a partner. One partner runs out for a short pass, and the other throws. Alternate throwing and running/catching until the signal. Use the 2-Hand Catch when you can.
3. **1-Hand Catch**
 - *(Teach and demonstrate 1-Hand Catch)*
 - One hand in front; palm out. Higher than waist; turn your thumb down. Lower than your waist; your thumb is on top.
 - Bring your fingers to your thumb as the disc hits your hand.
4. **Under the Leg Catch**
 - *(Teach and demonstrate Under the Leg Catch)*
 - As the disc nears, lift 1 leg high enough for the disc to fly under. Catch with 1 hand behind your leg.
5. *(Rotate partners every few minutes.)*

CHALLENGES

- ★ How many catches can you make before the signal?
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

CUES

- ★ Watch the disc fly into your hand(s).
- ★ "Give" with the disc as it hits your hands.

* SPARK IT UP! *

* Between the Legs Catch

Use this trick when catching a low-flying disc. Spread your feet, bend your knees and catch with 1 or both hands between the legs.

* Behind the Back/Head Catches

When catching a medium-to-high-flying disc, reach behind your back/head to catch the disc with 1 hand.



FUN FACT

Here's a new trick to try. Teach a dog to jump into the air and catch a disc. That's what dozens of dogs do every year at the Canine World Disc Championships. Dogs from all over the world compete in different events. In order to qualify for the World Championships, dogs must first win local and regional competitions. Maybe you and your dog are the next champs.

STANDARDS ADDRESSED

NASPE

#1, 2 2-hand catch, 1-hand catch, under the leg catch

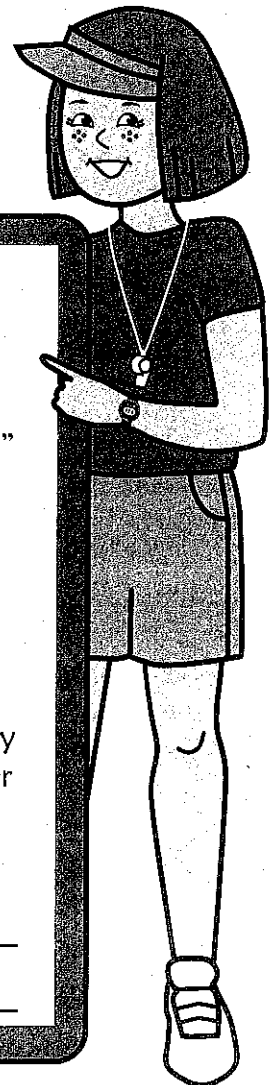
#5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- Add each new catch to challenge students who are ready. Some students may stick with the "Clap" catch for the whole unit, and that's OK!
- If students are getting in each others' way, use 10X10 grids for each pair.
- For efficient partner rotation, all students without a disc run quickly on "Rotate" to find a new partner with a disc.

NOTES



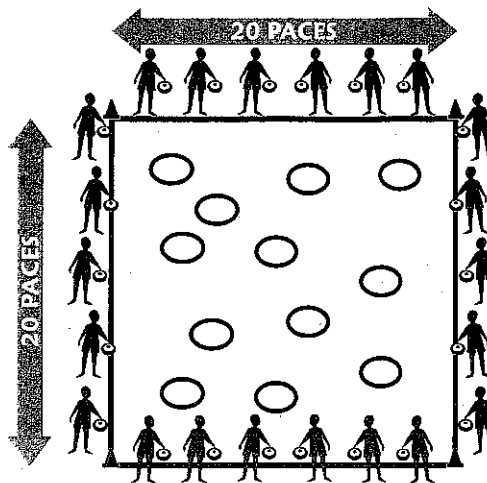


Ready...

- 1 flying disc per student
- 1 hoop per 2 students
- 4 cones (for boundaries)

Set...

- Create medium (20X20 paces) activity area.
- Scatter hoops in area.
- Scatter students on perimeter; each student with a disc.



GO!

1. The object is to throw into hoop targets.
2. On signal, move around perimeter clockwise.
3. On "Throw!" stop moving, and aim at a hoop. Throw your disc toward hoop.
4. On "Go!" run to retrieve your own disc. Return quickly to move around the perimeter.
5. Scoring:
 - 5 points if disc is totally inside hoop.
 - 3 points if disc touches hoop.
 - 1 point if disc rolled through hoop, but didn't land in or on it.
6. (Change locomotor skill used for moving around the perimeter each round.)

CHALLENGES

- * How quickly can you score 20 points?
- * Can you aim for a target farther away next time?

CUES

- * Keep throws low.
- * Point your elbow toward the target.
- * Keep the disc parallel to the ground.

SPARK IT UP!

★ Colored Targets

(Use hoops of various colors. Place 1 color toward the center of the area, a 2nd color in the middle ground, and a 3rd color closest to the perimeter.) If you land in the X-colored hoops (in center), score 5 points. If you land in the Y-colored hoops (middle), score 3 points. The Z-colored hoops (closest to perimeter), score 1 point.

★ Spot Marker Targets

(Use spot markers for targets.) Because the spots are much smaller, this is more challenging.

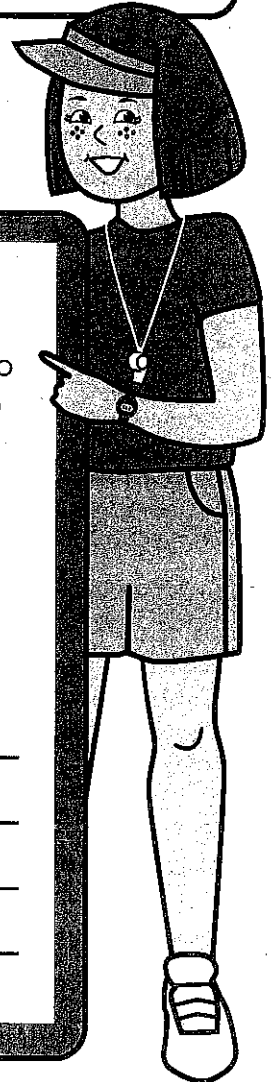
★ Forehand Throws

Use your best forehand throw on "Throw!"



FUN FACT

Who invented what? College students in the 1850's played catch with empty pie tins after they finished eating the pie. Native Americans used circular hoops made from grapevines and stiff grasses in their ceremonies. The Wham-O® Company introduced both the Frisbee® in 1957, and the Hula-Hoop® in 1958. Both are on the list of the most popular toys ever invented. Which do you think sold more in the first year? (Answer – the Hula-Hoop®.)



STANDARDS ADDRESSED

NASPE

#1, 2 Throwing into targets

#5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- Scatter hoops so some are close to perimeter, and others are close to the center.
- De-emphasize points at the end.
- All students throw and retrieve simultaneously.

NOTES

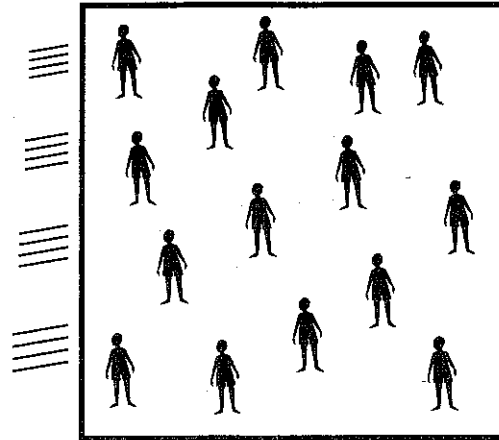


Ready...

- 1 individual jump rope per student
- *Jump Rope Skill Cards - Individual Tricks* (SPARKfamily.org)
- Music and player (optional)

Set...

- Scatter students with enough room between them to ensure they won't be hit with ropes.
- Lay jump ropes (grouped by length) away from center of area.



GO!

1. The object is to learn and practice basic rope jumping safety rules and individual rope jumping techniques.
2. To find the right size rope, hold the handles in both hands, step on the center with both feet and pull until the rope is taut. It should be long enough to reach your chest.
3. For safety we all need to follow these rules:
 - Ropes may only be used for jumping.
 - Keep a "safety zone" around you so you don't hit others with your rope.
 - When listening to instructions, lay your rope on ground.
4. (Teach and demonstrate several of the basic individual tricks using the *Jump Rope Skill Cards* for visual and cues. Allow time for students to practice each.)
5. (Suggested skills to teach beginners include: Jog and Jump, Double Bounce, Single Bounce, Hop, Forward and Backward. Skill Cards are in order of difficulty.)

CHALLENGES

- ★ Choose your favorite trick. How many jumps can you do in 15 seconds?
- ★ Choose another trick. Can you do it with a double bounce? Now try a single bounce. Can you do it backward? With a hop?
- ★ Can you jump 10X without an error?

CUES

- ★ Keep your elbows in at your sides.
- ★ Use your wrist to turn the rope.
- ★ Bend your knees slightly when you land.

★ More Tricks

(Repeat the lesson for several days, introducing new tricks each day. Review the old and add the new to build students' repertoire.)



FUN FACT

The rope has always been an essential tool of mankind. Ropes have been made using leather, reeds, grass, vines and even hair (maybe that is why Grandpa is bald). To increase the strength of rope, strands of fibrous materials are twisted and braided together. The Egyptians moved enormous stones to construct the pyramids by using very strong rope.

● STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills/techniques

#3, 4 Cardiovascular endurance

● #6 Accepting challenges

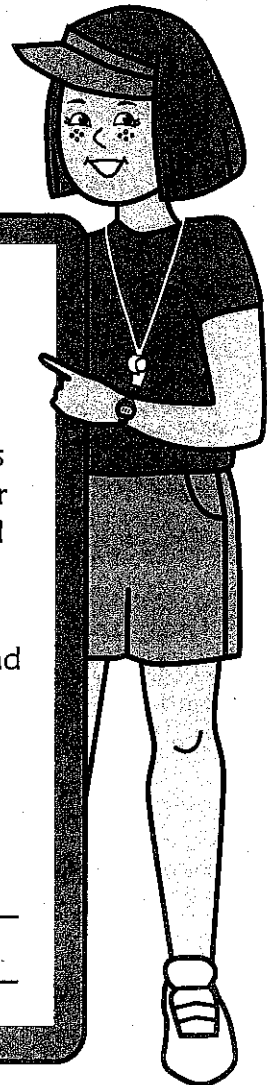
Your State (Write in here)



PAULA'S POINTERS

- Use fun, high energy music to motivate your students.
- Challenge advanced rope jumpers by allowing them to practice their own tricks, while beginners spend time on the basics.
- Students having difficulty can simply grab both handles in 1 hand and turn the rope to the side as they practice each trick.

NOTES





BACK TO BASICS

STUDENT TARGETS

- ✔ **Skill:** I will practice a variety of jump rope skills using the cues my teacher gives me in class.
- ✔ **Cognitive:** I will give examples of physical activities that enhance fitness.
- ✔ **Fitness:** I will work to stay actively engaged during all of the jump rope activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

TEACHING CUES

- ✔ Work Safely by Respecting Self-Space
- ✔ See *Jump Rope Progression Card* for Basic Jump Rope Skill Cues

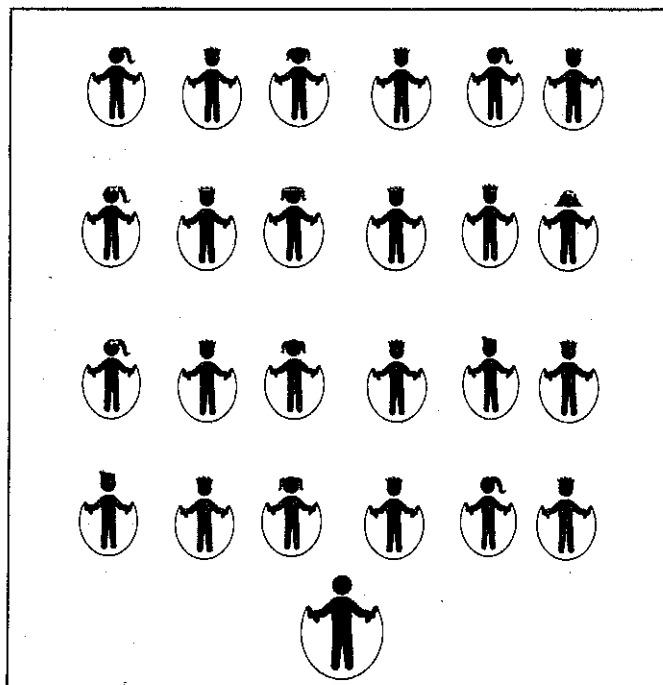
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 jump rope per student
- ✔ Rope Selection Rule Poster
- ✔ Jump Rope Progression Cards

Set-Up:

1. Students spread out in general space facing the teacher, each with a jump rope.
2. Jump Rope Progression Cards ready on clipboard or tablet.



Activity Procedures:

1. Today, we are going to review the progression for jumping rope.
2. It's important that everyone has a jump rope that is the proper length. The Rope Selection Rule posted near the jump ropes will help you make the correct choice.
3. Now that everyone has a jump rope, follow along and repeat the skills that I demonstrate. For safety, remember to stay within your own personal space.
4. *Teachers, follow the Jump Rope Progression Cards and lead the class through the progressions for jumping rope.*

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Students work in small groups, each with a progression card, to review basic jump rope technique.
- 5th: Combine this activity with Creative Mode Station Cards. Work through the progression card with students who need assistance. Allow more advanced students to complete Creative Mode Stations.



BACK TO BASICS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Allow students to use ropes in a variety of styles and lengths.
- ✔ Jump an invisible rope to music with a slow and steady beat. Increase the tempo of the music selection to increase the intensity of the activity.
- ✔ Provide ongoing verbal cues with individualized instruction and/or peer tutoring.

ACADEMIC
LANGUAGE

Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [S1.E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize activities that enhance fitness?
- ✔ **DOK 1:** What are some examples of activities that enhance fitness?
- ✔ **DOK 2:** How does jumping rope enhance health-related fitness?
- ✔ **DOK 3:** Which components of fitness would be most impacted if you jumped rope every day? Why?

TEACHING
STRATEGY
FOCUS

Identify Critical Content: Jump rope success depends on students' ability to understand and perform the basic jump. At each grade level, students will benefit from a review of jump rope cues and content. Likewise, there will most likely be students at each grade level who haven't mastered the basic jump and will require remediation. Take time to assess where students are starting and then identify the critical content needed for progression.



LONG ROPE BASICS

STUDENT TARGETS

- ✔ **Skill:** I will successfully turn and jump a long rope.
- ✔ **Cognitive:** I will identify the components of skill-related fitness required for jumping and turning a long rope.
- ✔ **Fitness:** I will give an example of how I can improve my skill-related fitness at home.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with another rope turner in order to turn a rope for a jumper to jump.

TEACHING CUES

- ✔ Face Turner
- ✔ Watch Rope
- ✔ Small Jumps
- ✔ Keep the Rhythm
- ✔ Turn with Arms
- ✔ Watch Jumper's Feet
- ✔ Keep the Rhythm

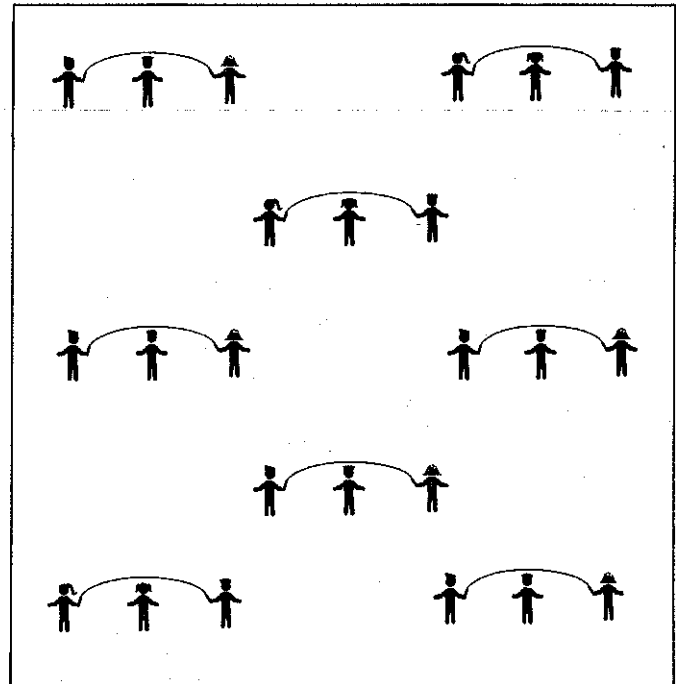
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 long jump rope per 3 students
- ✔ 1 Long Rope Progression Card per 3 students

Set-Up:

1. Divide students into groups of 3, each group with a long jump rope.
2. Scatter groups in general space with enough room to turn the rope safely.
3. Provide each group with a Long Rope Progression Card.



Activity Procedures:

1. Today we are going to work on skills using long jump ropes. In groups of 3 you will practice turning and jumping the rope by following the skill instructions on the Long Rope Progression Card.
2. When I see that a group has mastered one of the skills on the card, I'll stop the class so we can watch a demonstration.
3. When you hear the music, begin. When you hear the music stop, freeze and listen for instructions.

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Allow advanced students to perform basic tricks during their turn as jumpers.
- 5th: Allow groups of 3 or 4 to create basic long rope routines.



LONG ROPE BASICS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Designate students as all-time turners.
- ✔ Provide a teaching assistant or peer coach to help students turn the rope.
- ✔ Turn the rope very slowly with students stepping over the rope.

ACADEMIC
LANGUAGE

Success, Long Rope, Turn, Rhythm, Improve, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is skill-related fitness?
- ✔ **DOK 1:** What are the components of skill-related fitness?
- ✔ **DOK 2:** Which components of skill-related fitness are used when turning and jumping a long jump rope?
- ✔ **DOK 1:** What does the word rhythm mean?
- ✔ **DOK 2:** How does rhythm apply to jumping rope?
- ✔ **DOK 3:** What happens if the turners and jumpers are not in the same rhythm? Why?

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences: Students new to long rope jumping may be intimidated by the lack of control over the long rope turning. Taking time to explore the similarities to short rope jumping (e.g., rhythm, timing, basic jump technique) will help students connect prior success to this new task. Likewise, examining the difference between the two skills will help them understand the new cues and cooperative requirements of long rope jumping.



JUMP ROPE BATTLE BAGS

STUDENT TARGETS

- ✔ **Skill:** I will do the correct number of consecutive jumps in a row using a self-turned rope.
- ✔ **Cognitive:** I will identify the fitness components that this activity enhances.
- ✔ **Fitness:** I will explain why this activity can enhance my fitness.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with my partner.

TEACHING CUES

- ✔ Elbows In
- ✔ Wrist Circles
- ✔ Two Feet Together
- ✔ Jump to a Rhythm

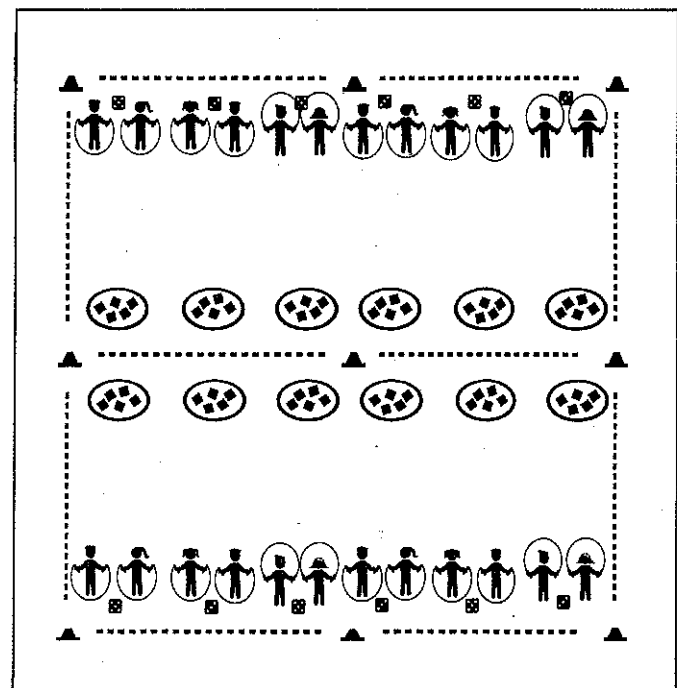
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 9 low profile cones for boundary and mid line
- ✔ Jump rope for each student
- ✔ 12 hula hoops
- ✔ 12 dice
- ✔ Bean bags (about 5 bags per hoop)

Set-Up:

1. Use the cones to create a large activity area and divide it in half
2. 6 hula hoops on each side near the mid line
3. About 5 bean bags inside each hoop
4. 6 dice on each side of the activity area
5. Divide the class into 2 groups and send 1 group to each side of the activity area



Activity Procedures:

1. The game of Jump Rope Battle Bags is a challenge between two teams. Team A is on 1 side of the activity area, and Team B is on the other side.
2. The objective is for you to get rid of your team's beanbags and be the team with the fewest remaining bags when the game is over.
3. You'll work in pairs. You and your partner will roll a set of dice to determine the number of jumps to complete before you can collect and toss a beanbag. Both partners must complete a number of jumps equal to the total of the dice.
4. After both partners have completed jumps, you'll both run to 1 of your team's hoops, take 1 bean bag each, and toss it into 1 of the other team's hoops. Then, quickly run back to the dice and roll again. (If you miss the hoop, quickly pick the beanbag up and place it in a hoop.)
5. Continue until you hear the stop signal.

Grade Level Progression:

3rd: Play the game as described.

4th & 5th: Increase intensity with a star jump (or other exercise) in between jumps and running to collect a bean bag.



JUMP ROPE BATTLE BAGS

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Allow students to use an “invisible” jump rope when playing this activity.
- ✔ Utilize a spot marker. Students make consecutive jumps on and off the spot marker.
- ✔ Students focus on turning a shortened rope beside them, without jumping.
- ✔ Pair students with limited mobility with students with full mobility. One student turns a rope, the other jumps.

ACADEMIC LANGUAGE

Consecutive, Cooperate, Health-Related Fitness, Vertical, Praise, Accept, Actively Involve

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the components of health-related fitness?
- ✔ **DOK 2:** How did this activity help to enhance your health-related fitness?
- ✔ **DOK 3:** How could we adapt this activity to focus on other aspects of health-related fitness?
- ✔ **DOK 1:** What does it mean to actively involve someone?
- ✔ **DOK 2:** How is our class environment affected when you work to actively involve others?

TEACHING STRATEGY FOCUS

Help students practice skills: Jump Rope Battle Bags adds variety to jump rope lessons while providing ample opportunity for students to practice basic jumping skills. This unique, game-based practice environment provides challenge and interest while helping students development skill competency and confidence.