

Name: Clark Kuhn Date: Week of 11.14.22 to 12.9.22 PE, SEL, Career, & Health Topics: jumping, jump rope, flying disc, balance, transportation, bullying,

<p><b>K-5th Lesson plans</b></p>	<p><u>Standards and "I can" statements: K-5th</u></p> <p>Kindergarten Health: I can describe the benefits of personal health care practices. K.1.5.</p> <p>P.E: I can be still on different bases of support and move my weight from one foot to another. K.1.BM1.</p> <p>1st Health: I can describe the difference between bullying and teasing and why it is harmful. 1.1.4.</p> <p>P.E.: I can perform a variety of balances using different body parts. 1.1.BM1.</p> <p>2nd Health: I can explain why it harms</p>	<p><u>Vocabulary:</u> expectations, rules, rewards, consequences safety, warm up, cool down, dynamic stretching, warm-up, dynamic stretching,</p>	<p>Mini lesson: Greet students and the door and assign students to a spot on the floor alphabetically. Slides: I will go through the first few slides introducing myself and going over behavior expectations, rewards, and consequences.</p> <p>Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up.</p> <p>Mini lesson: Slides: Monday &amp; Tuesday: What is P.E? Monday (K-2) <a href="https://www.youtube.com/watch?v=Z75iY5ez2s&amp;t=155s">https://www.youtube.com/watch?v=Z75iY5ez2s&amp;t=155s</a> Monday (3-5) <a href="https://www.brainpop.com/health/bodysystems/balance/movie">https://www.brainpop.com/health/bodysystems/balance/movie</a> Tuesday: (K-2) <a href="https://www.youtube.com/watch?v=XfLItSI-RvI">https://www.youtube.com/watch?v=XfLItSI-RvI</a> Tuesday: (3-5) (balance) <a href="https://www.youtube.com/watch?v=k-xtL7NOO0fw">https://www.youtube.com/watch?v=k-xtL7NOO0fw</a></p> <p>Turn and Talk: Name a sport. How would improving your balance help you perform better in that sport.</p> <p>Warm-up #2: <b>Monday: (Candy) (K-5th)</b> <a href="https://www.youtube.com/watch?v=PhhEIP8z-U">https://www.youtube.com/watch?v=PhhEIP8z-U</a> <b>Tues: (Black Panther) K-5th</b> <a href="https://www.youtube.com/watch?v=9SDWARXm4mA&amp;t=81s">https://www.youtube.com/watch?v=9SDWARXm4mA&amp;t=81s</a> <b>Wed: (Fruits &amp; Veggies) K-2nd</b> <a href="https://www.youtube.com/watch?v=Y7Oz-bnpES8">https://www.youtube.com/watch?v=Y7Oz-bnpES8</a> <b>Wed: Bones: 3rd-5th</b> <a href="https://www.youtube.com/watch?v=hr7gYE09YZ0">https://www.youtube.com/watch?v=hr7gYE09YZ0</a> <b>Thurs. (K-5th) Muscles</b> <a href="https://www.youtube.com/watch?v=ygzYzJbm14">https://www.youtube.com/watch?v=ygzYzJbm14</a></p>	<p><b>Weekly Assessment:</b> X Observation X Participation X Oral responses - Self-Evaluation ORQ X Whole Class - Small Group X Individual X Product (drawing, written response)</p> <p><b>Formative and Summative Assessments</b> - Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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with friends. 4.1.4.

P.E.: I can perform a variety of controlled transitions between balances with a partner. 4.1.BM1.

5th Health: I can explain the difference between infectious and non-infectious diseases. I can recognize how to treat and prevent infectious and non-infectious diseases. 5.1.4.

P.E.: I can perform controlled transfers of weight in a variety of physical activities. 5.1.BM1.

- Tuesday
- 1. Long rope
- 2. Long rope
- 3. B-ball
- 4. B-ball
- 5. JR tricks
- 6. JR tricks
- 7. Balance Station

### Distribution, Logistics:

<https://www.youtube.com/watch?v=0ANVSEcoZSgI&t=7s>

### SEL (Friday) Decision Making

**Primary: (Decision Making: gratitude (thankful) vs. not thankful**

**<https://jr.brainpop.com/health/feelingsandsel/gratitude/>**

**Intermediate: (Decision Making/choices) 3rd-5th**

**<https://www.youtube.com/watch?v=gdsCUExLE-Y>**

Primary K-2nd SPARK Activities:

- Monday: Jumping & Landing Patterns,
  - Tuesday: Jump for Distance, Frogs & Fish (Jumping Game) Waking Giants
  - Wednesday: Jump rope (back to basics)
  - Thursday: Long Rope Turning in Pairs 1 & 2
  - Friday: 1. Jump Rope 2. Balloon Toss 3. Hockey Puck Pass
- See attached for lesson, **differentiated instruction and assessment/exit slip.**

Intermediate 3rd-5th SPARK Activities:

- Monday: Back to Basic, OPEN pg. 6-7
- Tuesday: Stations 1-3 Jump Rope with Tricks Stations 4-5 Long Rope Stations 6-7 Basketball Shoot Station 8 Balance Station
- Wednesday: Long Rope & Backhand Throw & Catch
- Thursday: Backhand Give and Go, Forehand Throw, Catching Drills
- Friday: 1. Volleyball review (bump, set, or serve) 2. Jump/Long Rope 3. Basketball Shoot

See attached for lesson, **differentiated instruction and assessment/exit slip.**

**Cool Down & Rewarding Positive Behaviors:** I will review all content to ensure that learning targets were met. If time permits, students will participate in a cool down activity by running one lap and walking one lap and then line up at the door.

Teacher: Clark Kuhn Subject: ~~\_\_\_\_\_~~ (P.E./Health/Career/C


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

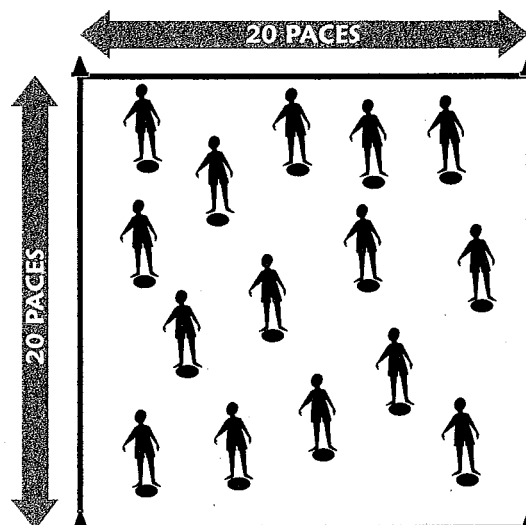


## Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- Chalk (optional)

## Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area; send students to stand on a spot.



## GO!

### 1. Introduction to Jumping and Landing

- Today we will practice different ways to jump and land.
- When we leave the floor (or ground) we are jumping, and when we return we are landing.

### 2. Jumping and Landing Challenges – Can you take off from. . .

- Two feet and land on 2 feet? Can you do that 2X? 3-5X?
- Two and land on just 1? Practice until you can hold your balance for a count of 3 or longer.
- Two and land on 1 – this time landing on the other foot? Hold your balance for 3 seconds or longer. (*Move to help students balance.*)
- One and land on the same foot? Who remembers what locomotor skill that is? (*Hop.*) Can you do it 2X? 3-5X? Try again with the other foot.
- One and land on the other? Hold steady. Who remembers what locomotor skill that is? (*Leap.*)
- One foot and land on both feet? Change your take-off foot and try again. How high can you jump from 1 foot?
- One foot and make a straight shape in the air? A tucked shape? Bring your knees up to tuck?

### 3. Straight Jump

- Can you take off from both feet and land on your spot with both feet? That is a *Straight Jump*.
- Practice a few times, and try to “stick” your landing. That means to land without hardly moving at all. You do that by bending your knees to absorb the force and controlling your body so it is in perfect balance.
- *Straight Jump* over your spot. Can you *Straight Jump* backward over your spot? Can you stick your landing?

(continued)

# JUMPING AND LANDING PATTERNS

## GO! (continued)

### 4. Star Jump

- Can you jump in the air and make the shape of a star with your arms and legs? That is a *Star Jump*.
- Can you do 3 *Star Jumps* in a row?

### 5. Jack-in-the-Box

- To do a *Jack-in-the-Box*, begin in a squat, jump up, then land in a squat.
- (After trials.) How many can you do in 15 seconds? Ready, go!

### 6. Frog Jump

- To do a *Frog Jump*, begin in a squat; reach forward and shift your weight onto your hands. Then jump your feet forward and close to your hands. You're back in the squat position again.
- Can you do 2 in a row? Three in a straight line?

### 7. Kangaroo Jump

- Using a 2-foot take-off and 2-foot landing, do slow, long jumps forward, keeping your feet together. These are called *Kangaroo Jumps*.
- Can you do 3-5 in a zigzag pathway?

### 8. Rabbit Jumps

- *Rabbit Jumps* are quick, short jumps forward with your feet together.
- How many *Rabbit Jumps* can you do in 10 seconds? Ready, go!
- Can you *Rabbit Jump* over to 5 spots, then return to your "bunny hole?"

### 9. Jumping Shapes

- Can you jump, make a straight shape in the air, and stick your landing?
- Try it a few times; I'll move to look for some very straight shapes.
- Can you jump, bring your knees up, and land under control? This is a tucked shape.
- How smooth is your landing?

### 10. Wrap It Up

- Remember, when you land, it is important to bend your knees to absorb the shock. Show me how to bend your knees on your landing.
- Who can name a sport or activity where the players jump and land a lot? (e.g., basketball, volleyball, track and field, etc.)

# JUMPING AND LANDING PATTERNS

## \* SPARK™ IT UP!

### \* Jump for Height

How high can you jump? Start with your knees bent and your arms back. Swing your arms forward and up while your legs push off like a rocket! Can you touch the sky?

### \* Vertical Jump (or Jump and Touch)

(Need a wall and chalk.) Your *Vertical Jump* is how high you can jump. I'll put chalk on your 3<sup>rd</sup> finger. Stand sideways to the wall, reach as high as you can, then touch that finger to the wall. That's your starting spot. Now, jump as high as you can, and when you think you're at the top of your jump, touch the same finger. Is the 2<sup>nd</sup> mark higher? The distance between the 2 marks is your *Vertical Jump*.



## HOME

Have you ever heard of the game *Hopscotch*? It's a jumping and landing game that's been played by kids for a very long time – usually on a sidewalk. Ask a parent or older brother or sister to draw a hopscotch court with chalk for you. Then ask them to teach you how to play. *Hopscotch* is fun and very active as long as you don't stand in a long line waiting for a turn. Remember, the P in SPARK stands for "Play Actively."  
(Teachers: See *Hopscotch* in "Recess Activities" section.)

## STANDARDS ADDRESSED

### ● NASPE

#1, 2 Spatial awareness, body awareness, locomotor movements, nonlocomotor movements

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

#5, 6 Participates, appreciates, enjoys movement

**Your State** (Write in here)

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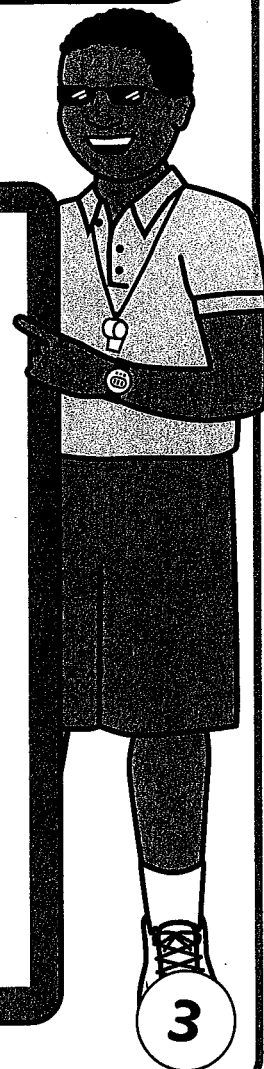
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## TONY'S TIPS

- Here's a simple teaching sequence for *Jumping and Landing* activities:
  - First, use students to demonstrate a jump and/or landing.
  - Turn on fun, active music to cue everyone to begin practicing.
  - Move to assist, encourage, and challenge students.
  - When ready to introduce a new skill, stop the music.
- Use students with gymnastic backgrounds to demonstrate and help others.

### Vocabulary

Vertical Jump, "stick a landing"



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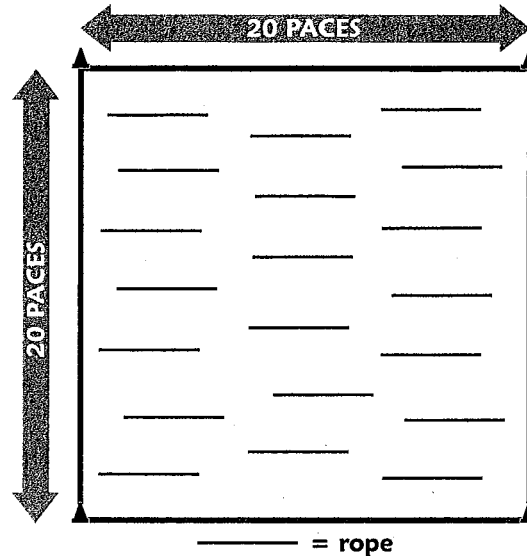
## Ready

- 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. . .
  - Walk forward along the side of your rope, to the end and back?
  - Walk the rope like a tightrope? Don't step on the handles.
  - Gallop to the end of your rope, switch feet, and gallop back?
  - Hop on 1 foot to the end of your rope, switch feet and hop back?
  - Straddle (1 foot on each side of the rope) and jump down the rope and back?
  - Keep your feet together and jump over your rope side to side like a skier?
  - Jump from side to side the length of your rope and back?
  - 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. . .
  - Jump out of your circle? Back in? Jump around your circle at a high level?
  - Hop around your circle? Switch feet; go back in the other direction?
  - Hop in and out of your circle while traveling around it?
  - Jump over your circle? Jump back again?
  - Side-slide quickly around your circle? Gallop the other way?
  - Leap across your circle? Now turn around and leap back?
  - 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?

## ★ 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)

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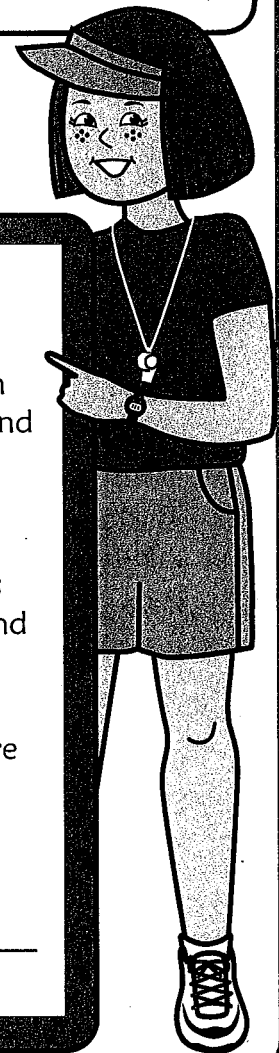
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### PAULA'S POINTERS

- 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

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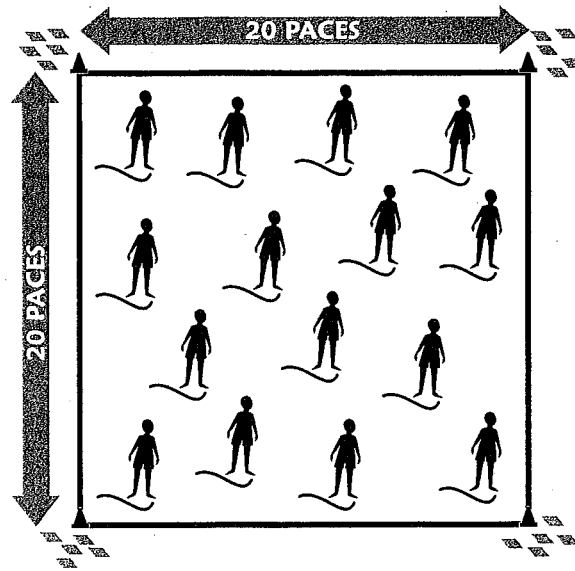
## Ready

- 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?

## ★ 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

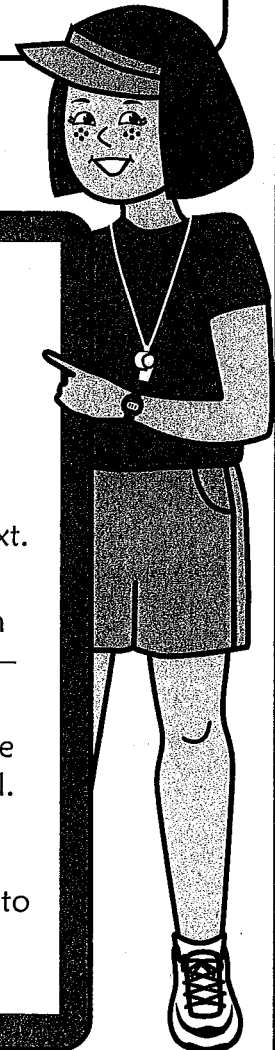
### Math

(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)

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## 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 1<sup>st</sup> 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.

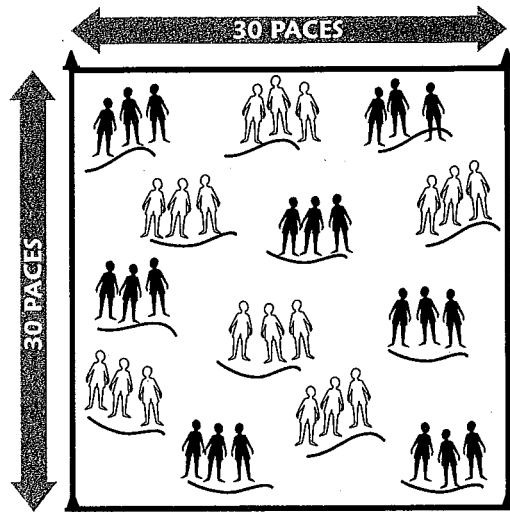


## Ready

- 4 cones (for boundaries)
- 1 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:
  - o Did your best.
  - o Took turns.
  - o 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 1<sup>st</sup> grade, run in, take 1 jump, and run out. For 2<sup>nd</sup> 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 1<sup>st</sup> 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)

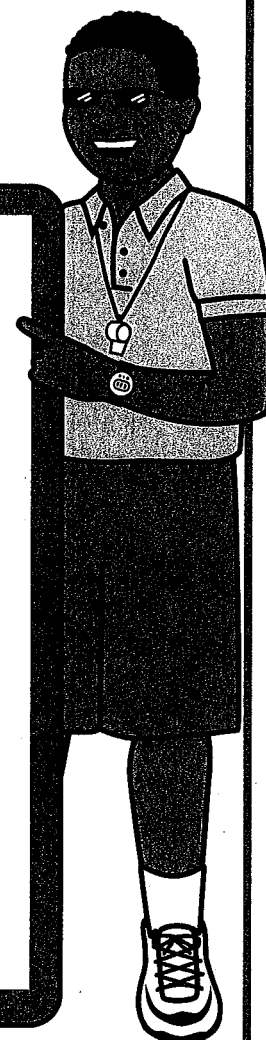
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### TONY'S TIPS

- 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.



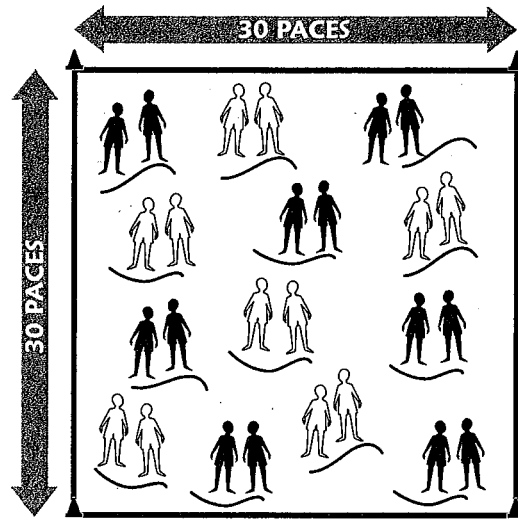


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**Ready**

*Review jumping rope*

- 4 cones (for boundaries)
- 1 14' long rope per 2 students
- Music and player
- Jump Rope Chants ([SPARKfamily.org](http://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?

GRADES K-2

JUMPING



## ★ 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 3<sup>rd</sup> 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)

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### PAULA'S POINTERS

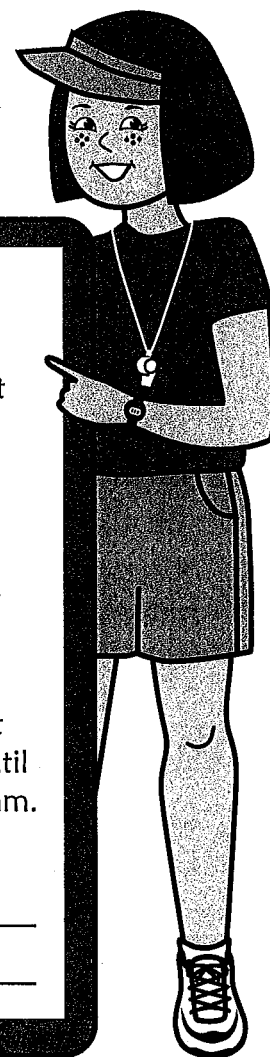
- Think safety: Ensure students respond quickly to stop and start signals before beginning rope activities.
- Use 9-12' ropes for K-1 students; 12-14' for 2<sup>nd</sup> graders.
- Use music, a drumbeat, or count out loud to help keep a steady beat.
- Turning the rope may be difficult for younger children.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

#### NOTES

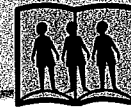
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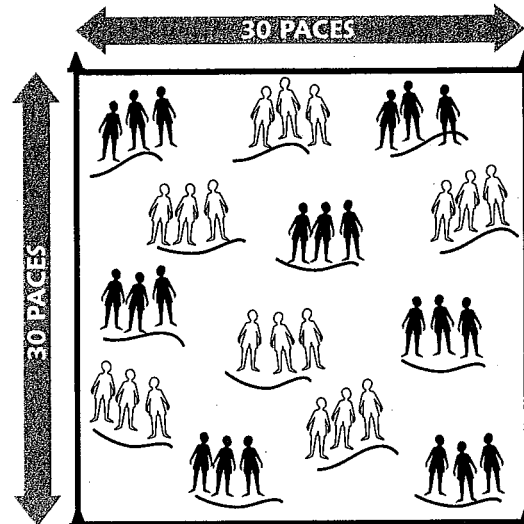


## Ready

- 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

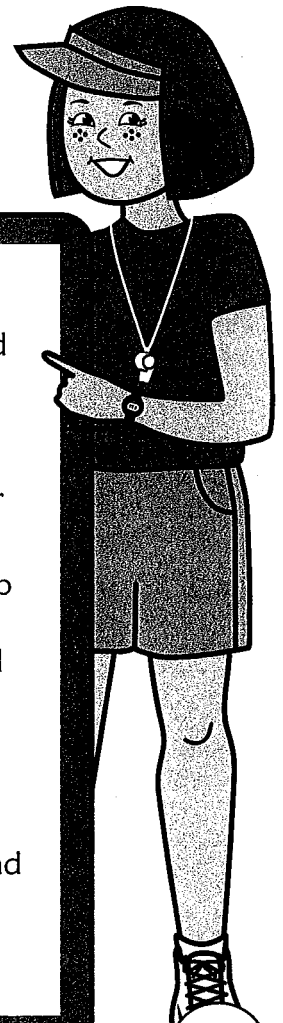
#5, 6 Participates, appreciates, enjoys movement, cooperates in a small group

**Your State** (Write in here)

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## 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*.





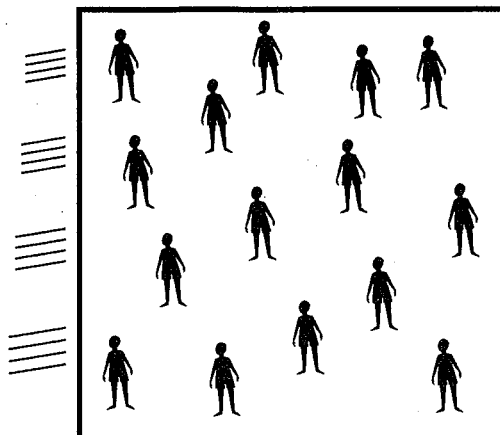


## Ready...

- 1 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.)

Pop  
Tap

### 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)

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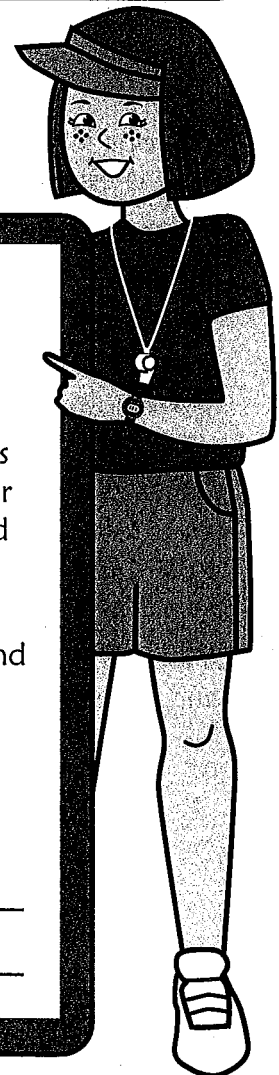
### PAULA'S POINTERS

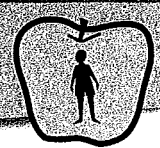
- Use fun, high energy music to motivate your students.
- Challenge advanced rope jumpers by allowing them to practice their own tricks, while beginners spend time on the basics.
- Students having difficulty can simply grab both handles in 1 hand and turn the rope to the side as they practice each trick.

### NOTES

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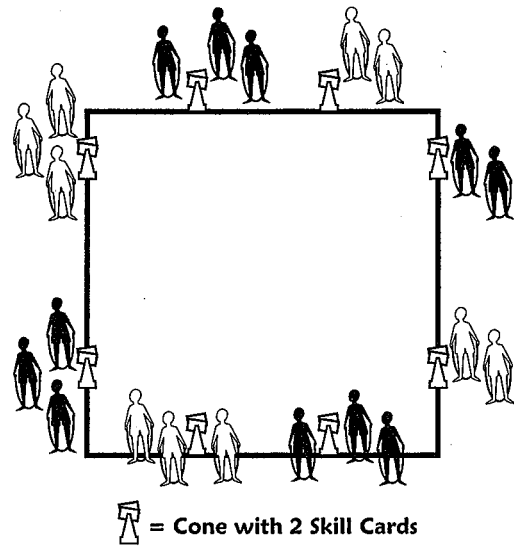


**Ready...**

- 1 individual jump rope per student
- 6-8 cones (for 6-8 stations)
- 12-16 *Jump Rope Skill Cards* - Individual Tricks ([SPARKfamily.org](http://SPARKfamily.org))
- Music and player

**Set...**

- Create a circuit with chosen *Jump Rope Skill Cards* around perimeter.
- Place 2 cards at each station (1 basic, 1 more advanced).
- Distribute students evenly at all stations; each with a rope.



**GO!**

1. The object is to practice a variety of individual jump rope skills in a circuit format.
2. (*Teach and demonstrate the various stations chosen for the circuit.*)
3. On music, practice the skill at your station. On signal (*music off*), *Jog and Jump* to the next station, and practice the next trick.
4. We'll continue until you have been active at all of the stations.

1-3 Jump rope tricks

4-5 B-ball shoot

6 - Balance station

7-8 Long rope jump

**CHALLENGES**

- ★ While at your station, how many times can you do the trick without error?
- ★ Once you've mastered it, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover, etc.?

**CUES**

- ★ Move to stations quickly; more time to practice skills.
- ★ Bend your knees when you land.
- ★ Turn with your wrists; keep elbows in at your sides.
- ★ (*More cues found on each Skill Card.*)

## ★ More Tricks

(Repeat lesson for several days, introducing 3-5 new tricks each day. Review the old and add the new to build students' repertoire.)



## WELLNESS

**Why do boxers jump rope?** Jumping rope is a great aerobic activity that you can do almost anywhere. Skipping rope develops agility, balance, leg strength and coordination. It also helps a boxer develop fast footwork (are you athletes out there listening?). Finally, the cardiovascular benefits are well known. Get a rope, and use it often.

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Individual rope jumping skills

#3, 4 Cardiovascular endurance

- #6 Accepting challenges

**Your State** (Write in here)

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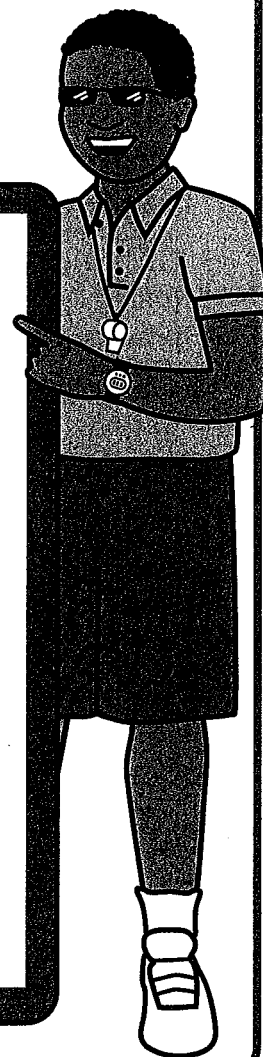
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### TONY'S TIPS

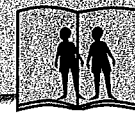
- Divide number of minutes you have to teach by the number of stations to determine amount of time per station. Remember to save some time for rotation.
- Prepare a music CD or cassette that contains an interval of music followed by an interval of silence (e.g., 1 minute on and 15 seconds off).
- Allow enough room so students can turn ropes without hitting others.

### NOTES

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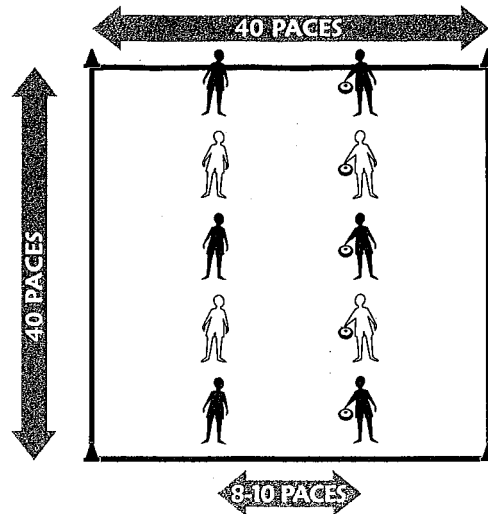
## Ready...

- 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

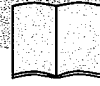
- ★ Side to target.
- ★ Keep your forearm and disc parallel to the ground.
- ★ Snap your wrist.
- ★ Point at the target on finish.

## ★ 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

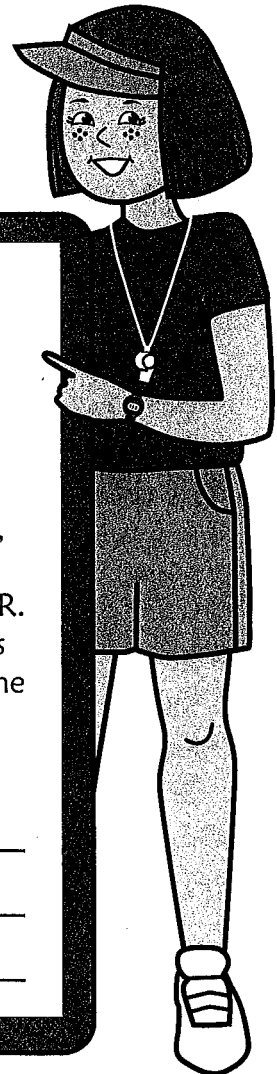
- Keep students well spaced when first learning a throw/catch, to avoid discs hitting others.
- For efficient partner rotation, get all discs back to students in 1 line, and then have all students in the other line shift 1 student to their R. The student farthest to the R runs behind their line all the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

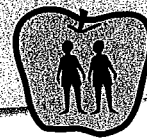
### NOTES

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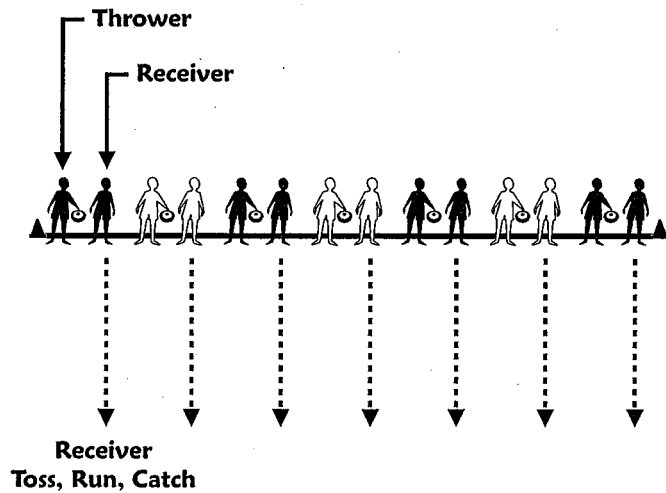


## Ready...

- 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.

## ★ 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)

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## 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.

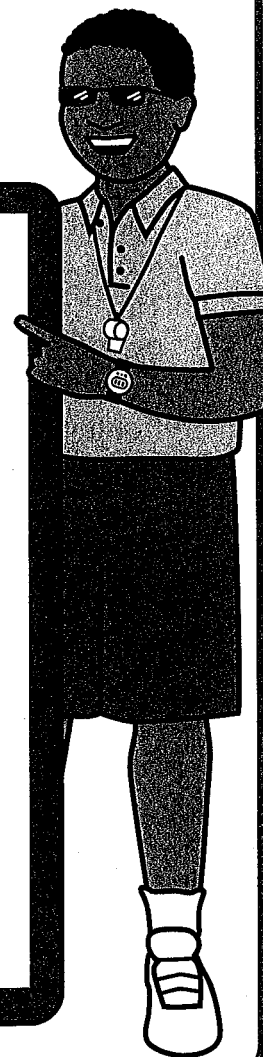
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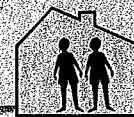
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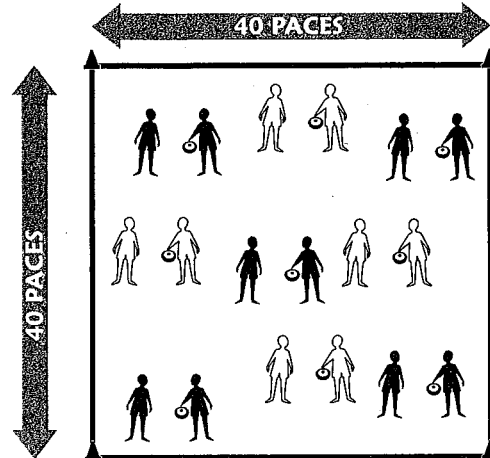
## Ready...

- 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.

## ★ 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)

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### 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.

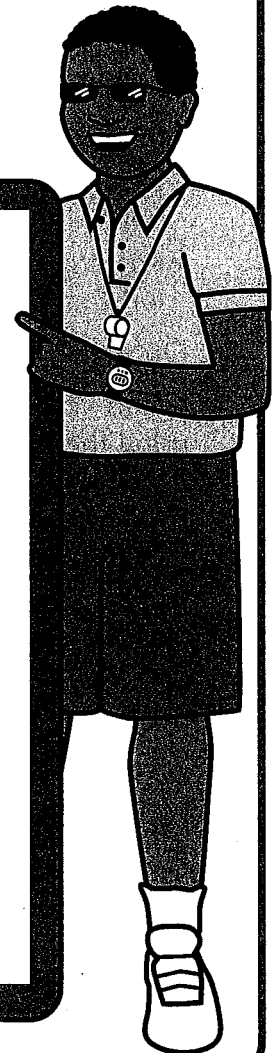
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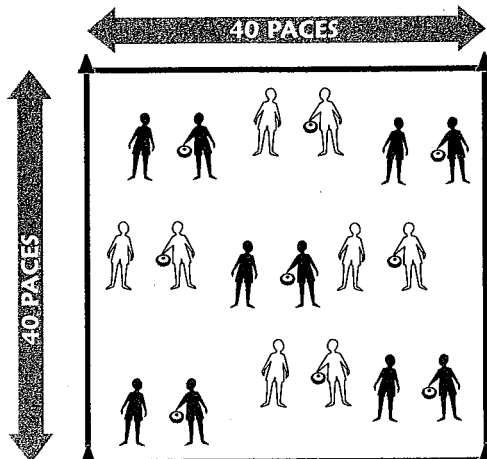
**Ready...**

- 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 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.

## \* 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)

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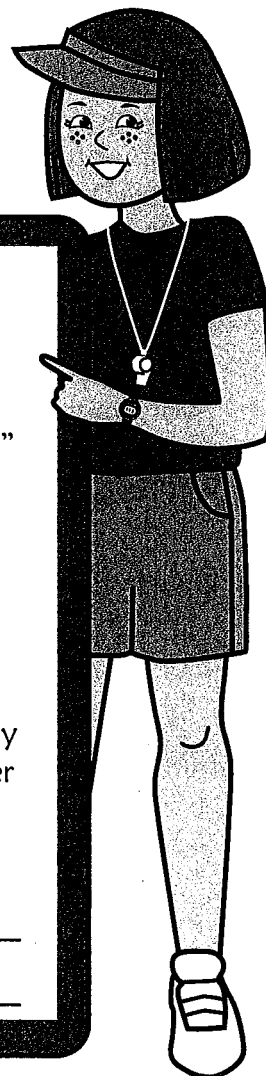
### PAULA'S POINTERS

- 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.

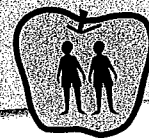
### NOTES

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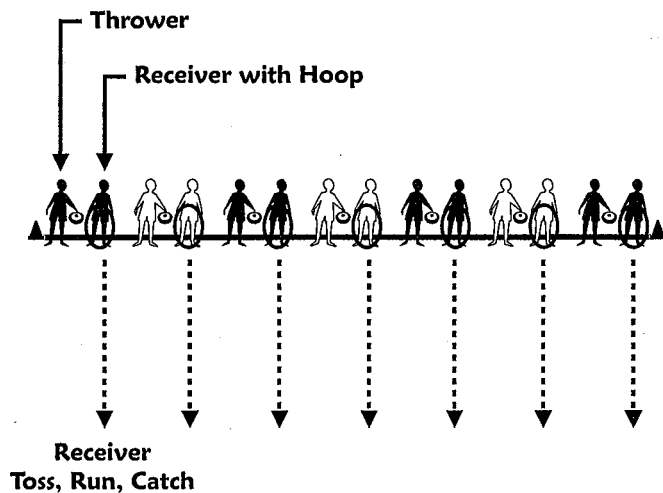


## Ready...

- 1 flying disc per pair
- 1 hoop per pair
- 2 cones (to create a line)

## Set...

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



## GO!

1. The object is to make accurate passes to your partner standing in a hoop.
2. The first Thrower stays on line.
3. On signal, the first Receiver tosses 1 hoop straight out to field from the Thrower, and runs to stand in it.
4. Thrower throws disc to the Receiver. If you catch it with at least 1 foot in your hoop, you may throw the hoop a little farther from Thrower. If not, keep it there until you are successful.
5. Switch roles after 3 successful catches. Start back at the line each round.
6. Continue until signal.

### CHALLENGES

- ★ How quickly can you make 3 successful catches?
- ★ How many times can you be the receiver before the signal?

### CUES

- ★ Receivers, "ask" for the disc by looking at your passer with your hands up and ready.
- ★ Don't toss the hoop too far from your Thrower.
- ★ Watch out for other groups and their discs.

# ★ SPARK IT UP! ★

## ★ Spot to Spot

Use spot markers. Because they are much smaller than hoops, this challenges you to be even more accurate with your throws.

## ★ Forehand Throw

Use your best forehand pass each time.

## ★ Trick Catches

Try to catch the disc using a different catch each time.



## WELLNESS

**Sun Safety** - Playing with a disc usually means a trip to the park or the beach. Since 80% of the dangerous, lifetime, cancer-causing sun damage occurs before the age of 18, it is critical to protect yourself against sun exposure. Use sunscreen with an SPF of 15 or higher. Make sure it blocks both the more dangerous UVB rays, and the UVA rays. Sunscreen needs 30 minutes to “soak in,” so put it on before you go outside.

### ● STANDARDS ADDRESSED

#### **NASPE**

- #1 Passing, catching
- #2 Team strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation

**Your State** (Write in here)

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### TONY'S TIPS

- Be sure students are well spread apart for this activity.
- You may have students switch roles on signal every minute or so.

### NOTES

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