

<p><b>K-5th Lesson plans</b></p>	<p><b>KDOE: Career Awareness, Exploration, Planning (Academic Expectations):</b> (K-3<sup>rd</sup>) 2.36: Students will examine and group careers found in the community.</p> <p><b>KDOE: Employability Skills (Academic Expectations):</b> (4<sup>th</sup>-5<sup>th</sup>) 3.8: Students will describe study skills needed in school.</p>	<p><u>Vocabulary:</u></p> <p>Expectations, safety, stretching, warm up, community helper, plagiarism, unethical</p> <p>Success, Long Rope, Turn, Rhythm, Improve, Skill-Related Fitness</p>	<p>Career: I can describe the career of a firefighter and the tools that they use (K-3<sup>rd</sup>).</p> <p>Career: I can describe plagiarism and why it is unethical (4<sup>th</sup>- 5<sup>th</sup>).</p> <p>P.E.: I will successfully turn and jump a long rope. (K-5<sup>th</sup>).</p> <p><b>Mini Lesson:</b> (P.E.) Students will sit on the white circle and will review expectations and safety rules for P.E.</p> <p><b>Warm-up:</b> (P.E.) Students will run three laps as a warm up.</p> <p><b>Mini Lesson:</b> (Health-Stress reducer) Mr. Kuhn will choose a “Joke of the day” from the jokes submitted from the students.</p> <p><b>Warm-up continued:</b> (P.E.) Mr. Kuhn will spend some time reviewing the hand symbol that lets students know when it is time to get into their personal space. Students will watch a video from Adventure to Fitness (3-8 minute mark).</p> <p><b>Mini Lesson:</b> (Career) Students will spend a few minutes watching a video from bookflix.com titled “A Very Busy Firehouse”. DOK 1: What are some of the tools that a firefighter uses? DOK 2: Compare and contrast the role of a firefighter and a police officer. As a <u>flashback</u>, students will some of the things that they learned from Monday’s guest speaker. (Career) Students will spend a few minutes watching a video on brainpop.com titled “plagiarism”. Question: DOK 2: Compare and contrast stealing and plagiarism. As a <u>flashback</u>, students will some of the things that they learned from Monday’s guest speaker.</p> <p><b>Fitness Activity #1:</b> Long Rope Basics (OPEN online curriculum K-5<sup>th</sup>) (P.E.): See attached lesson plan.</p> <p><b>Differentiated Instruction:</b> Struggling students will receive more one on one instruction and modeling. Advanced learners: Bump up students one grade level as needed, see grade level progression: <b>Grade Level Progression:</b> <b>3<sup>rd</sup>:</b> Complete the activity as described above. <b>4<sup>th</sup>:</b> Allow advanced students to perform basic tricks while completing jump rope rhymes. <b>5<sup>th</sup>:</b> Challenge students to create their own rhymes.</p> <p><b>Exit Slip:</b> <b>DOK 1:</b> What is skill-related fitness? <b>DOK 1:</b> What are the components of skill-related fitness?</p>	<p><b>Daily Assessment:</b></p> <p>X Observation</p> <p>X Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p><input type="checkbox"/> Individual</p> <p><b>Formative and Summative Assessments</b></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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Teacher: Clark Kuhn Subject: PL/V/S Week: April 19-22nd, 2016 (Friday) Topic: career: firefighter, plagiarism, long rope jumping

**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?

**Fitness Activity #2: Long Rope Rhymes (OPEN online curriculum 3<sup>rd</sup>-5<sup>th</sup>) (P.E.):** See attached lesson plan.

**Differentiated Instruction:** Struggling students will receive more one on one instruction and modeling. Advanced learners: Bump up students one grade level as needed, see grade level progression: **Grade Level Progression:**  
**3<sup>rd</sup>:** Complete the activity as described above. **4<sup>th</sup>:** Allow advanced students to perform basic tricks while completing jump rope rhymes.  
**5<sup>th</sup>:** Challenge students to create their own rhymes.

Exit Slip: **DOK 1:** How can you recognize groups that are cooperating?  
**DOK 2:** How does cooperation affect a group's performance?  
**DOK 2:** What are ways that you can cooperate with others in this activity?  
**DOK 1:** How can you recognize a successful Jump Rope Rhyme Routine?  
**DOK 2:** How would you summarize your group's participation performance today in relation to cooperation? In relation to fitness?

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green or clip up tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, get a drink, and line up at the door by playing the game "Mr. Kuhn says".

**Closing Exit slip (K-5<sup>th</sup> grade students)** Exit slip: Answer various oral questions (specific recall and open ended higher level questions using various techniques like thumbs up, thumbs down, turn and talk, etc.)

Long Rope Basics:  
Standard 1 [E27.3-5]  
Standard 3 [E3.3-5]  
Standard 4 [E4.3-5]

Long Rope Rhymes:  
Standard 1 [E27.3-5]  
Standard 3 [E3.3-5]  
Standard 4 [E4.3-5]



**LONG ROPE BASICS**

**STUDENT TARGETS**

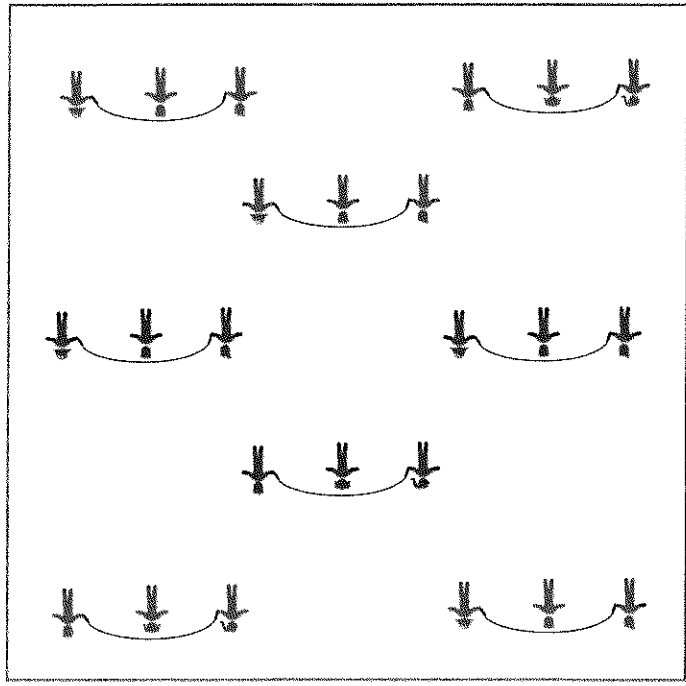
- **Skill:** I will successfully turn and jump a long rope.
- **Cognitive:** I will identify the components of skill-related fitness required for jumping and turning a long rope.
- **Fitness:** I will give an example of how I can improve my skill-related fitness at home.
- **Personal & Social Responsibility:**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

- 3<sup>rd</sup>: Complete the activity as described above.
- 4<sup>th</sup>: Allow advanced students to perform basic tricks during their turn as jumpers.
- 5<sup>th</sup>: 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.

**LONG ROPE PROGRESSION CARD**

<p><b>Level 1 – Cooperative Turning</b>          1, 2, 3 and Over</p>	<p><b>Level 2 – Center Jump</b>          Stand in Center, Face 1 Turner,          Turn and Jump</p>	<p><b>Level 3 – Continuous Jumping</b>          Face 1 Turner, Turn, Jump, Turn, Jump</p>
<p><b>Level 4 – Enter and Exit</b>          Enter Quick, Jump 1 Time, Exit Quick</p>	<p><b>Level 5 – Enter and Stay</b>          Enter Quick, Jump, Turn, Jump</p>	<p><b>Level 6 – Add a Jumper</b>          Stand in Center, Face 1 Turner,          Turn and Jump</p>



UNIVERSAL DESIGN ADAPTATIONS

- Use Velcro on gloves and rope handles to help students hold and turn.
- Allow students to jump next to the turning rope, in rhythm with the turning.
- Swing the rope slowly and allow students to step over the rope.
- Designate a student(s) as the rhyme caller.

ACADEMIC LANGUAGE

Success, Long Rope, Turn, Rhythm, Rhyme, Improve, Cooperate

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:** How can you recognize groups that are cooperating?
- **DOK 2:** How does cooperation affect a group's performance?
- **DOK 2:** What are ways that you can cooperate with others in this activity?
- **DOK 1:** How can you recognize a successful Jump Rope Rhyme Routine?
- **DOK 2:** How would you summarize your group's participation performance today in relation to cooperation? In relation to fitness?

TEACHING STRATEGY FOCUS

**Help students engage in cognitively complex tasks:** The process of memorizing and reciting rhymes while also focusing on successful rope turning and jumping adds additional complexity to the already dynamic tasks of turning or jumping a long rope. This allows students to practice a level of complexity that can then be applied to the creation, memorization, and successful completion of jump rope routines. In both tasks, students must take their focus off of jumping/turning skills in order to execute a rhyme or routine. This helps to build students' capacity for increasingly complex skill combinations.



**JUMP ROPE RHYME CARD**

**Endurance Rhymes**

<p>I can jump. I can Hop.                  How many jumps before I stop?                  1, 2, 3, 4...</p>	<p>Pick a fruit. Pick a veggie.                  How many picked before I'm ready?                  1, 2, 3, 4...</p>
<p>Up, and Up. Down, and Down.                  Jump and make the world go 'round!                  1, 2, 3, 4...</p>	<p>A, B, C's and vegetable goop.                  What letters land in the vegetable soup?                  A, B, C, D...</p>

**Pick a Trick Rhymes**

<p>I love carrots. I love Peas.                  Grab your rope and follow me.                  Side turns, 2, 3, 4                  Bell Jump, 2, 3, 4                  Heels, 2, 3, 4                  Toes, 2, 3, 4                  Add more tricks...</p>	<p>One for the show, two to be funny,                  Three for the wish, we jumped for money!                  Kick Bounce, 2, 3, 4                  Ski Jumps, 2, 3, 4                  Saddle, 2, 3, 4                  Double Under, 2, 3, 4                  Add more tricks...</p>
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**Long Rope Enter/Exit Rhymes**

<p>I jump in start. Bounce begin.                  I jump out and you jump in.</p>	<p>Work all day, sleep all night.                  I jump out and you jump right.</p>
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**Create Your Own Rhyme** Write Your Name Here: \_\_\_\_\_

Write your rhyme on the lines below.

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Circle the type of rhyme you wrote.

Endurance

Pick a Trick

Enter/Exit