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| **Lesson Plan****Assessments** may occur at any time during the lesson and should be noted in the appropriate section of the lesson; supporting assessment or lesson documents may be attached as a separate page. |
| **Learning Objective:** I can jump a single rope by myself more than once. | **Lesson Notes/materials:** Materials needed for this single class (20 students) include 2 small red beaded jump ropes per student (40 in total); poly spots for spacing in gym, iPod for music  |
| **SOL: 1.1 The** student will demonstrate approaching mature form and the correct critical elements (small isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.l. Demonstrate consecutive jumps (more than one) with a self-turn rope. |
| **Link to Background Knowledge** |
| What is the background knowledge that students need to meet the learning objective? May include pre-assessment or review of previous instruction. Review with students the various animal walks for a warmup. Ask which animals can jump in the air, and then allow students to practice their intended animal. Allow variations like hopping on one foot, jumping like a frog, galloping like a horse, etc… Once all students have had an opportunity to jump like their chosen animal, teacher suggests “bouncing” like a bunny. In order to jump rope, students need to be able to demonstrate the ability to jump with both feet high enough to turn a rope. After 5-7 minutes of warmup/exploration of animal walks and intro into bouncing, students will then be given two jump ropes each.  |
| **Engage and Explain** |
| What is the knowledge or skill that students will need to be successful in meeting the learning objective? Learning to jump rope is a complex task requiring multiple practice opportunities. The inherent problem with jumping rope is that the student doesn’t jump correctly (one leg higher than the other) and the rope contacts the student’s feet and stops on the first trial jump. Frustration can ensue quickly. In order to meet the learning objective, students need to be able to demonstrate sequential success with the following steps:1. Students will need to be able to physically hold the jump rope in both hands correctly with thumbs turned out and elbows in.
2. Each student will use two ropes. Hold both handles from one rope in one hand and both handles from the second rope in the other hand. Ropes are held to their sides and are not touching the ground underneath/behind their feet. While holding the two ropes so that they hang vertically next to the student and do not connect, the student needs to be able to swing both ropes at their sides at the same time so that both ropes contact the ground simultaneously.
3. Students need to be able to jump off the ground with both feet at the same time they are swinging the two ropes. A natural cadence occurs between the swing of the arms and the jump. In order to be successful, students need to jump and be in the air when the ropes hit the ground. By jumping with two ropes instead of one, students will not stop the turn of the rope as often, providing more opportunity for them to practice.
4. Students who can successfully jump and swing two ropes can then advance to jumping with one rope (is this still holding both handles in one hand and swinging on their side?) and be on track to meet the learning objective
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| **Active Learning** |
| How will students apply the new knowledge? Students who have successfully completed the 4 steps are encouraged to return one of the two jump ropes and attempt to jump a single rope (one handle in each hand, swinging the rope overhead and under feet) more than one time using the coordination and sequencing practiced in the lead up skills.  |
| What will you do for students who have early success? How do you extend their learning? Students who have early success will be encouraged to jump with higher frequency, or with jump variations like one foot hops while jumping rope, two feet jumps side to side while jumping rope, forwards backwards, in a stationary run, increased speed, or in a mobile run.  | What will you do for students who need additional support (special needs, EL, or more time/practice)? Students needing additional support are encouraged to drop one of the two jump ropes, holding the remaining jump rope with both handles in one hand and practice the swing with one arm. If the student is successful with this, he or she can switch arms using one rope while jumping. If a student is unable to jump, he or she can march in place. Once they feel confident in their performance and ability, they are free to pick up the second rope and retry the 4 steps prior to jumping with one rope traditionally. |
| **Reflect** |
| How will students connect new learning to previous learning? How will students make connections? Ask the students what steps helped them achieve their goal. Did jumping with two ropes increase their success? Ask what the purpose of jumping rope is and guide their responses to exercise, physical fitness, increased heart rate, fun and enjoyment. Then ask them to count their heart rate, regardless of whether they used one rope or two to show that any performance level exposed them to physical fitness. | Assessment: How will students know if they got it? How will teacher know if students got it?Students will work in pairs and have their partners count their jumps. If a partner counted more than one jump, students will raise their hand.  |
| **Next Steps** |
| What is the real world application for this new learning? How does it connect to future learning?The extension lesson following jumping rope more than once could be to explore different types of jumps that can be done with a rope. Also, expose them to long ropes and the similarities and differences between the two. It is also important, even at this early age and grade level, to make a link to physical fitness knowledge. Ask the students what muscles they use when jumping rope. What are the health benefits of jumping rope? |

Rubric/Checklist/Assessment

Jump Rope Checklist:

1. Jump off the ground with both feet together
2. Swing two jump ropes at the same time forward (ropes held at sides)
3. Combine steps 1 and 2. Demonstrate ability to swing two jump ropes while jumping.
4. Using only one rope, swing the rope forwards overhead and jump, allowing the rope to pass under your feet.
5. Repeat step 4 more than one time without stopping.