

## Lesson Plan Outline

Mrs. Jordan Gallant & Mrs. Candice Bethier

**Skill Theme:** Jumping For Distance

**Lesson** 1 of 2

**Age:** 6-7    **Length:** 50 minutes

**# of students:** 18

**Equipment Needed:** Set of word cue cards per 5 students, 9 hula-hoops per group of 5 students, Tape to put letters on the floor in hoops (must be floor safe), bucket per group of 5 students, large gymnasium-type space.

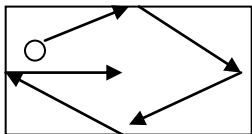
**Objectives:**

- By the end of the lesson students should be able to:
- Perform simple jumping sequences;
- Jump and land safely (two feet to two feet)
- Demonstrate how to perform bunny jumps safely;
- Jump for Distance in a controlled and safe manner;
- Perform simple two footed jumps; and
- Show control when jumping into a target area (pretend pond).
- Students will be able to identify and describe the cues used throughout the lesson.
- Students will respect each other by maintaining their own space and not jumping towards each other.

**Entry Activity (2 min)**

| Movement Experience | Organization | Teaching Points |
|---------------------|--------------|-----------------|
|---------------------|--------------|-----------------|

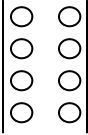
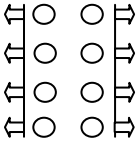
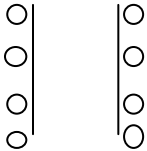
**1. Introductory Activity / Warm Up**

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| <p>Wall Warm-Up (5 minutes)<br/>Have students warm up for the class by running and touching a series of walls before sitting in the center of the gym.</p> |  | <ul style="list-style-type: none"> <li>• Instruct students to run to all four walls and then come sit in the centre of the gym ready to listen.</li> <li>• Students can touch the walls in any order and must use a different body part on each wall.</li> </ul> |
|--|---|--|

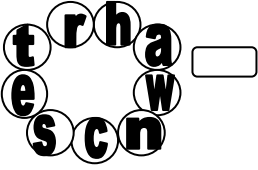
**2. Review**

|                |                |                |
|----------------|----------------|----------------|
| N/A – lesson 1 | N/A – lesson 1 | N/A – lesson 1 |
|----------------|----------------|----------------|

### 3. Skill Development (15 mins)

|  |   |   |
|--|---|---|
| <p>Skill Part:<br/>(3 min)<br/>Students start facing outwards from the two centre lines. Group through pair and split. Ankles, knees and hips bend - ready position.</p>                                     |    | <p>Cue:<br/><br/>"Ready".</p>   |
| <p>(2 min)<br/>Practice motion of ready position.<br/>(3 min)<br/>Head up and eyes focused forward.<br/>Arms swing behind body and legs straighten as both feet leave the ground together. Move forward.</p> |    | <p>"Head up, eyes forward".<br/>"Swing and spring".</p>                   |
| <p>(2 min)<br/>Practice motions noted above.</p>   |   | <p>"Reach for the sky".<br/>"Fairy landings".<br/>"Quiet as a mouse".</p> |
| <p>(3 min)<br/>Arms swing forward and up. Land on both feet at the same time and ankles, knees and hips bend to absorb impact.</p>   |  |   |
| <p>(2 min)<br/>Practice motions noted above.</p>   |   |   |

#### 4. Skill Application

|   |   |  |
|---|---|--|
| <p>Word Jump (20 min)</p> <ul style="list-style-type: none"> <li>• Six groups of 5</li> <li>• Object: Spell as many of the cue card sight words in 20 minutes as possible by jumping between 9 hula hoops containing letters</li> </ul> |  | <ul style="list-style-type: none"> <li>• Each group is given a pile of 32 cue cards that show grade-appropriate sight words, one per card.</li> <li>• The students line up on one side of the circle by the card basket and the first student in line enters the circle.</li> <li>• Cards are evenly distributed between group members.</li> <li>• The next person in line calls out the sight word and the student in the circle jumps with two feet between the hoops containing different letters to spell one of the words on their cards. Between each letter, students jump into the centre of the circle.</li> <li>• Students place completed cards in their team bucket and rotate with the next person in line.</li> <li>• Once all cards are complete or the timer runs out the game is complete.</li> </ul> |
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#### 5. Closure / Review

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| <p>Discussion (10 min)</p> <ul style="list-style-type: none"> <li>• Students sit and discuss any difficulties they encountered in the lesson. Always state your availability if the students have</li> </ul> |  | <ul style="list-style-type: none"> <li>• Ask students what difficulties they encountered in the lesson and what they might change. Note their comments.</li> </ul> |
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Appendix 1: Team set of sight word cards

|      |     |       |
|------|-----|-------|
| the  | and | a     |
| he   | was | are   |
| at   | be  | had   |
| what | all | were  |
| when | can | there |
| each | she | then  |
| her  | has | see   |

|       |      |        |
|-------|------|--------|
| water | been | called |
| we    | an   | these  |
| that  | as   | but    |