

LONG ROPE RHYMES

STUDENT TARGETS

- ✓ **Skill:** I will successfully turn and jump a long rope.
- ✓ **Cognitive:** I will recite jump rope rhymes, in rhythm with my partners.
- ✓ **Fitness:** I will identify the component of health-related fitness required when jumping and reciting rhymes.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my group to complete each rhyme.

TEACHING CUES

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

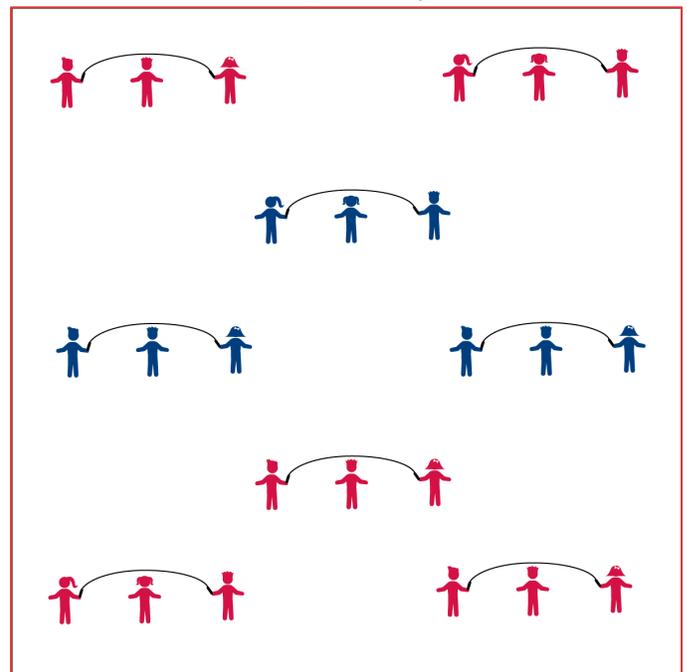
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 long jump ropes per 3 students
- ✓ Rhyme Cards

Set-Up:

1. Divide the class into groups of 3 or 4, each group with a long jump rope.
2. Have the students spread out in general space with enough space to turn the rope safely.



Activity Procedures:

1. Today we'll be combining our long jump rope skills with some classic jump rope rhymes.
2. When I say, "GO!" follow the Rhyme Cards with your partners when you jump.
3. After you master each rhyme, work to try all of the different tricks that you've learned with your group.

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Allow advanced students to perform basic tricks while completing jump rope rhymes.
- 5th: Challenge students to create their own rhymes.



LONG ROPE RHYMES

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.