

Grade Level: K-2

Unit: Traveling

Lesson 3: Hop, Leap, Jump

Objectives

- Student will be able to demonstrate moving safely through general space.
- Student will be able to understand and follow class rules.
- Student will be able to show self-control during skill practice time.

Standards

- Demonstrates safe movement through general space. MOSHAPE GLE S2.E1.Kc
- Performs jumping & landing actions with balance. Note: *This outcome applies to both horizontal and vertical jumping & landing. MOSHAPE GLE S1.E3.K
- Perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. MOSHAPE GLE S1.E1.K
- Hops, gallops, jogs and slides using a mature pattern. MOSHAPE GLE S1.E1.1
- Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2 foot take-offs and landings. MOSHAPE GLE S1.E3.1
- Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. MOSHAPE GLE S1.E4.1
- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. MOSHAPE GLE S1.E4.2
- Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. MOSHAPE GLE S1.E3.2

Key Vocabulary

- Hop, leap, jump

Equipment Needs

- Poly spots, dice, music
- Hoops
- Hopscotch
- Mats
- Beanbags

Set-up

- Hoops and poly spots spread around the activity area,
- Space hopscotch mats around activity area

Safety

- Check activity area for obstacles or holes
- Instruct students to be aware of others in the activity area.

Warm Up

- **Fitopoly.** Spread poly spots out around a line in a gym mimicking a game board. Write a fitness exercise on the bottom of each poly spot. Place a few sets of dice into the center of the gym (center of the board game). Students may work individually, with a partner or in a small group. Each person/group picks a poly spot to start on. When the music starts, one person from the group rolls the dice. Students RUN the number of poly spaces from where they begin. Continue this pattern for 1-2 songs or for designated time.

Description: Hop/Leap/Jump Exploration

1. Have each child get a hoop and place it on the floor as his/her home space.
2. (Two-Foot to One-Foot, Two foot to Two-Foot, One Foot to Same Foot, One Foot to the Other Foot, One-Foot to Two Foot)
3. Ideas for exploration include:
 - a. Standing inside the hoop, jump high.
 - b. Jump higher.
 - c. Jump low.
 - d. Jump quietly.
 - e. Jump loudly.
 - f. Jump in the air and try to click heels together.
 - g. Hop three times on each foot.
 - h. Hop two times on each foot..
 - i. Hop one time on each foot. .
 - j. Jump over the hoop.
 - k. Leap over the hoop.
 - l. Hop in and then out of the hoop.
 - m. Leap over the hoop and make a pose on landing.
 - n. Leap over the hoop and make a pose while in the air.

Description: Hopscotch

1. Throw a beanbag into the first square. (If it lands on a line, or outside the square - you lose your turn. Pass the marker to the next player and wait for your next turn.)
2. Hop on one foot into the first empty square, and then every subsequent empty square. Be sure to skip the one your marker is on.
3. At the square pairs (4-5 and 7-8), jump with both feet.
4. At 10, hop with both feet, turn around, and head back toward the start.
5. When you reach the marked square again, pick up the beanbag -- still on one foot! -- and complete the course.
6. If you finished without any mistakes, pass the marker to the next player.
7. On your next turn, throw the marker to the next number.
8. If you fall, jump outside the lines.
9. If you miss a square or the marker, you lose your turn and must repeat the same number on your next turn. Whoever reaches 10 first, wins.

Description: Shark Attack

1. After students have practiced the different kinds of jumps (i.e. hopping; 2 foot jumping; leaping; 1-to-2 foot jumps; 2-to-1 foot jumps), let students know they will be using their jumps to play a game called "**Shark Attack**".
2. Put out the hoops and poly spots in scattered manner throughout the activity area, make sure they are close enough so students can move from one spot to another, yet far enough that they cannot just walk from spot to spot. If needed, only use half of your activity area to keep the objects close enough.
3. Have students line up on one end of the gym beside each other. Have them number off from 1 to 4. When you call 1's, for example, those students must use their jumping patterns to jump from spot to spot **without touching the floor** (where the sharks are!). Challenge them to try to make it to the other end of the river without falling into the river and getting bitten by a shark! (If they do, they go back and start over.)
4. After the 1's have begun and there is enough space, allow the number 2's to go...3's, 4's, etc. (if space and equipment permits, have as many students as possible cross the river). Once students make it to the other end, they line up and wait for the signal to return. Ask how many students made it through without getting bitten by a shark, and challenge them to go slowly enough to correctly use their different kinds of jumps.

More Challenging

- Players can hop and jump with a smooth rhythm.
- Increase the distance between spots.
- Give them a time limit to cross the river.

Less Challenging

- Players can continue if the beanbag lands on a line or outside of a hopscotch square.
- Decrease the distance between spots and decrease the size of the activity area.

Assessment

- Checklist
- Ask students to reflect on their hopping, leaping and jumping. Have students line up and share an **I CAN** or **I AM** still working on statement as they exit the gym.

Cool Down/Review/Closure

In a personal space have students take some deep breaths while stretching their quadriceps, hamstrings and calves (the muscles primarily used today). Each student will share an **I CAN** or **I AM STILL WORKING ON** statement as they high five teacher and leave the gym.