

KINE 3331-01

Alecia Hudson

March 29, 2011

Portfolio 2 – Activity lesson with stations

Jumping and Landing with Two Feet - 6 stations

Focus: Jumping and landing with two feet

Grade: First grade students

Lesson Time: 45 minutes

Objectives:

Student – Practice various two feet jumping and landing skills – soft landing, jumping a distance, jumping to the side, jumping and landing with feet together and apart.

Teacher – observe student skills of jumping and landing and makes notes on skill levels.

TEKS addressing the whole lesson: (station TEKS listed below)

- (1)(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low
- (6) (A) demonstrate starting and stopping signals

Warm up Activity –

Focus: Students will travel around the gym as various animals are called out.

Objective – Students get moving and warm their legs up. In addition, students will explore various ways to move.

Procedure: Students start when the music starts and change travel style as the teacher calls out new movements.

Examples of movements to call out:

Run fast like a deer

March like a horse

Jump like a kangaroo

Walk backwards like a crab

Crawl like a stalking cat

Slide like a penguin ice skating

Main Activity –

Focus: There will be six stations for students to practice various jumping and landing skills with two feet.

Procedure: Students will be active at each station for 3 minutes. Students will stop and point to their next station when the whistle is blown and transition when the whistle is blown a second time.

Students will move counterclockwise.

There will be 3-4 students at each station.

Station 1 – Jump over a long rope lying on the ground.

Cue:

- Jumping - Bend knees and hips

Swing arms hard

Push off the ground with the balls of feet

Tasks:

- Jump forward, over the rope with both feet. (turn and repeat)
- Jump backward, over the rope with both feet. (turn and repeat)
- Quickly jump forward and backward over the rope with both feet.

Equipment: a 10' jump rope lying on the ground with ample room in front and behind.

TEKS: (1) (C) Demonstrate control in balancing and traveling activities;

Look for: Students jumping with both feet over the rope.

Station 2 – Jump up high and land quietly on a poly dot (or marked tiles)Cue:

- Jumping - Bend knees and hips
Swing arms hard
Push off the ground with the balls of feet
- Landing - Bend knees and hips for “Quiet Landings”
Land on balls of feet

Tasks:

- On a poly dot, jump up and land with little noise.
- On a poly dot, jump up and land with no noise.
- On a poly dot, jump up as high as you can and land with no noise.
- On a poly dot, jump from one poly dot to the next and land with no noise.

Equipment: 2 poly dots or marked tiles for each student in the group.

TEKS: (1)(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;

(3)(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

Look for: Student landing on the balls of their feet and controlling where they land.

Station 3 – Do jumping jacksCue:

- Jump and spread your legs while arms go up to clap above your head
Jump and close your legs while arms go down to your sides

Tasks:

- Do 5 jumping jacks.
- Do 5 jumping jacks, landing with no noise.
- Do 5 jumping jacks while keeping your hands on your hips.

Equipment: none

TEKS: (1)(B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;

(3)(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

Look for: Children jumping and landing with correct form. Also, look for coordination of jumping sequence.

Station 4 – Jump over the poly dot

Cue:

- Bend knees and hips
Swing arms hard
Push off the ground with the balls of feet

Tasks:

- Jump forward over the poly dot. (repeat 3x)
- Jump to the right over the poly. (repeat 3x)
- Jump to the left over the poly dot. (repeat 3x)
- Jump to the right and then to the left over a poly dot.

Equipment: poly dots for each student in the group spread out w/ space all around the dot

TEKS: (1) (C) Demonstrate control in balancing and traveling activities;

Look for: Students jumping successfully to the right and left while controlling their landing.

Station 5 – Hop scotch

Cue:

- Jump with both feet landing together in first square.

Jump with feet landing in side by side squares.

Repeat through course.

TAKE TURNS WITH OTHER GROUP MEMBERS.

Tasks:

- Complete the course
- Complete the course, turn, and repeat.
- Complete the course but do not land in square number 3 and number 5.

Equipment: At least two masking tape hopscotch boards with numbers.

TEKS: (1)(B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;

Look for: Students varying their landing positions and correct sequence.

Station 6 – Jump up and click your heels.

Cue:

- Bend knees and hips

Swing arms hard

Push off the ground with the balls of feet

Pull your feet together under you to touch your heels together

Land with both feet side by side.

Tasks:

- Jump up and click you heels together while using the wall for support

- Jump up and click your heels together without the wall support
- Jump up and click your heels together to one side.

Equipment: Station needs to be near a wall.

TEKS: (3)(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

Look for: Students landing well after clicking their heels.

Teacher Role:

To introduce this lesson, start the warm up activity and have children sit in the teacher space afterwards. Introduce the lesson with foot anatomy. Ask students to touch their feet and find the pad of their foot. Demonstrate pointing to this area between the toes and the arch of the foot. Introduce the concepts of jumping and landing by explaining we are going to use this part of our foot a lot. Go through the sequence of bending your knees, swinging your arms, and pushing off the ground with the balls of your feet. Have all of the students stand up on the balls of their feet. Then have them jump up with both feet three times before sitting down. Talk about the noise level they made when landing. Explain how to “soft land” by bending your knees and landing on the balls of your feet. On cue have the students jump up again, but this time try a soft landing. Encourage children to see how quietly the whole class can jump and land. Try this several times looking for children with good form to demonstrate. Have the children sit down and call on a few to demonstrate what they just worked on. Explain that today the students will be practicing these skills at different stations. Run quickly through the station time limits and cues for transitioning. Explain each station briefly and model it. Also, note the cue cards at each station for children who need reminders. Break students

into assigned groups of 3-4 and assign each group a station to start at. Pass out Task cards and instruct students to work through the tasks on their sheets. Explain that the tasks are more challenging as you go.

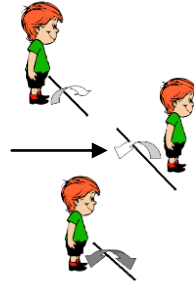
Throughout this activity walk around observe children, offering feedback and positive reinforcement. Keep time and blow the whistle to signal transitions. As the groups finish their last station, gather the class again in the middle and debrief on the stations. Ask students what was challenging, what was something new they had never done, and to point to their favorite activity. This last question can give a good idea about what the students like to do and what interests them. Finally, have the children line up and leave.

Task Card – Check off the tasks after you have done them successfully 3 times.

NAME _____

Station 1 – Jumping over a rope

- Jump forward, over the rope with both feet. (turn and repeat)
- Jump backward, over the rope with both feet. (turn and repeat)
- Quickly jump forward and backward over the rope with both feet.



Station 2 – Jumping on poly dots

- On a poly dot, jump up and land with little noise.
- On a poly dot, jump up and land with no noise.
- On a poly dot, jump from one poly dot to the next and land with little or no noise.



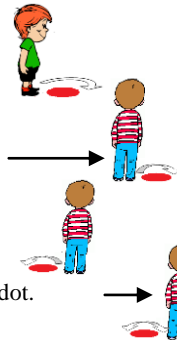
Station 3 – Jumping Jacks

- Do 5 jumping jacks.
- Do 5 jumping jacks, landing with no noise.
- Do 5 jumping jacks while keeping your hands on your hips.



Station 4 – Jumping over poly dots sideways

- Jump forward over the poly dot. (repeat 3x)
- Jump to the right over the poly. (repeat 3x)
- Jump to the left over the poly dot. (repeat 3x)
- Jump to the right and then to the left over a poly dot.



Station 5 – Hopscotch

- Complete the course
- Complete the course, turn, and repeat.
- Complete the course but do not land in square number 3 and number 5.

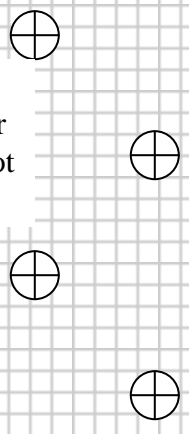


Station 6 – Jumping and clicking your heels

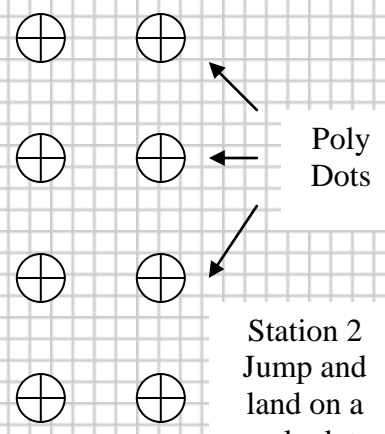
- Jump up and click you heels together while using the wall for support
- Jump up and click your heels together without the wall support
- Jump up and click your heels together to one side.



Station 4
Jump over
the poly dot



Station 3
Do Jumping
Jacks

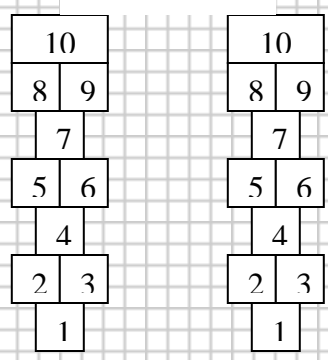


Poly
Dots

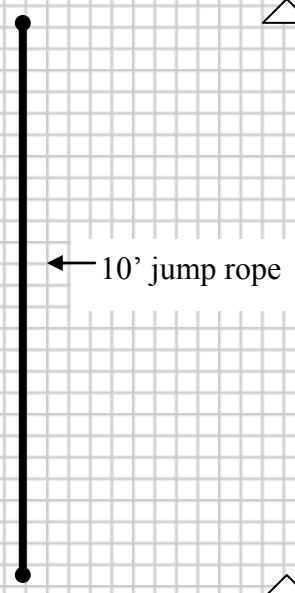
Station 2
Jump and
land on a
poly dot

Teacher's
Zone

Station 5
Jump
Hopscotch



Station 1
Jump over
the rope



Station 6
Jump and
click your
heels

Walls for support

