## Jump Rope Yahtzee Lesson Plan

		tzee Lesson Plan
	per elementary (3-5)	Subject: physical education
Materials: jump ropes, scoring cards, dice, expo markers,		Technology Needed: music if desired
<ul> <li>Direct</li> <li>Guide</li> <li>Socrat</li> <li>Learni</li> <li>Lectur</li> </ul>	ology integration 🛛 Modeling	Guided Practices and Concrete Application:         Large group activity       Hands-on         Independent activity       Technology integration         Pairing/collaboration       Imitation/Repeat/Mimic         Simulations/Scenarios       Other (list)         Explain:       Explain:
Standard(s)S1.E27.3 Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.S1.E27.4 Creates a jump-rope routine with either a short or long rope.S1.E27.5 Creates a jump-rope routine with a partner, using either a short or long rope.Objective(s)Students will be able to demonstrate their jump roping skills. Students will be able to effectively role the dice and keep track of their score in Yahtzee.Students will be able to cooperate in a group by encouraging others and completing the task at hand.Bloom's Taxonomy Cognitive Level: Apply		Differentiation         Below Proficiency:         Above Proficiency:         Have them jump backwards or add tricks such as a crisscross.         Approaching/Emerging Proficiency:         Modalities/Learning Preferences:         Kinesthetic: physically capable of rolling the dice; jumping rope;         Visual: score sheet; watching others jump rope as demonstration;
		Adaptations for Disabilities: ED - pick groups that they will work best in; this activity can be done individually if needed physical disability (prevents them from jump roping) - work on a different motor skill (OT/PT)
Classroom	Management- (grouping(s), movement/transitions, etc.)	vision impairment - enlarge the sheets (poster board with lamination or white board), giant dice Behavior Expectations- (systems, strategies, procedures specific to
Count off class so they end up in groups of 4-5 students; try to separate students who will mess around and get off task;		the lesson, rules and expectations, etc.) Take care of equipment – i.e. jump ropes, dice, markers, score sheets
	usic for starting and stopping students; when music is off udents need to freeze and turn their attention to the	Use equipment properly – i.e. no throwing dice across the gym, no whipping jump ropes at one another
Minutes	Procedures	
	Set-up/Prep: Jump ropes out and off to side. Prepare Yahtzee kits – include 5 dice, score sheet, and expo	o marker.
	Engage: (opening activity/ anticipatory Set – access prior Have students begin with a game of tag or some sort of ga Get their bodies moving and warm them up, ready to learn	me they are familiar with.
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> After participating in a warm-up activity, the students will t The teacher will explain that the class will be practicing the Depending on the class, the teacher can decide how indept teacher can address that the groups will be doing the numl The students can help each other figure out the score and Once the explanation is finished, the class will be divided in	take a seat by the teacher. ir jump rope skills through a game of Yahtzee. th they want to go in explaining how to play Yahtzee. Otherwise the ber of jumps for the score of the turn.
	experiences, reflective questions- probing or clarifying que The students will participate in Jump Rope Yahtzee, continu	

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<b>Review (wrap up and transition to next activity):</b> Bring the class back together, allowing them to put awa Have the students discuss their experience: How many a anyone attempt to try jump roping backwards or doing	got Yahtzees? What was the most jump ropes you could do in a row? Did
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Walk around and see the skills of the students. "What is the most that you've done in a row?" "Have you gotten a Yahtzee?"	Summative Assessment (linked back to objectives) End of lesson: Students one by one demonstrate all the skills of jump roping (forward jumps, backwards jumps, crisscross, side-to-side jumps, jumping in to long rope, etc.)
Reflection (What went well? What did the students learn? How do	you know? What changes would you make?):