

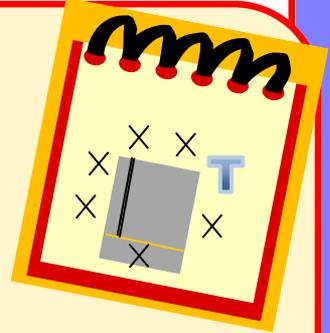
Mission: 32. Standing Long Jump

ORGANIZATION:

Materials: Lightweight gymnastics mat (or safe area for jumping), six foot tape measure, masking tape and marker.

Books: *The Long and Short Of It* by Cheryl Nathan and Lisa McCourt; *Cindy Moo* by Lori Mortensen

Set up: Lay gymnastics mat out flat. Tape the tape measure to the mat leaving enough room so children can comfortably stand on one end of the mat, behind a tape line with both toes touching the line.



In a small group setting children sit around the edge of a gymnastic mat. A tape measure will run the length of the mat with a “starting line” taped to the mat. First, ask children to name some of the numerals they see on the mat, next, ask them to predict how far they will jump, and last, compare actual jumps to their predictions.

VARIATIONS:

Children with higher levels of locomotor skills could be asked to hop on one foot vs. performing a standing long jump with two feet. Children with higher level math skills could be asked to name higher level numerals.

EXTRA TIPS:

When performing the standing long jump, remind children they want to keep two feet together so they take off on two feet and land on two feet. Providing the tape mark as a starting place for two feet together should help.

Standing Long Jump

CHOOOSE:

Children could be given choices regarding which numerals they name or if they hop or jump the farthest. Children can choose how to jump and try different ways of jumping (hop, leap, frog jump).

ASSESS:

Development and Learning Objectives:

- TSG 20c - Names Numerals
- TSG 22 - Compares and Measures
- Early Learning Standard 12.1 - Comparison and Number, Benchmark 5; 12.6 - Measurement, Benchmark 2

Physical:

- TSG 5c - Jumps, Hops
- Early Learning Standard 8.2 - Large Motor Development, Benchmark 1

RELATE:

If a child has difficulty naming a numeral, the child could ask peers to assist. One child can jump and another can measure the distance. Next, they switch roles.

ENERGIZE THE BRAIN (EF):

When comparing their first jump and second jump, children might be asked which jump is longer, shorter, most, least, or same and different. To increase challenge, ask children to identify jumps in the opposite order (last to first).

