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.

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**

**CHOOSE:** 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).