CROSS-CURRICULAR ACTIVITIES

• Language
• Math
• Science
• Social Science
• The Arts
• Physical and Health Education

Connections to Multiple Intelligence

Kindergarten to Grade 3
Welcome to Jumping into the Curriculum™!

This cross-curricular resource provides elementary teachers with fun-filled jump rope activities that assist in teaching language, math, science, the arts and social studies concepts while nurturing students’ Multiple Intelligences.

Jumping into the Curriculum’s step-by-step activities:
• Match curriculum expectations
• Require only minutes to prepare
• Include Black Line Masters
• Support Howard Gardner’s Theory of Multiple Intelligences

We hope these activities will help you to create a learning environment that is educational as well as challenging, fun and physically active.

If you have any comments or suggestions, please contact us @ hearthealthykids@hsf.on.ca.

This Resource has been approved by Curriculum Services Canada.
INTO THE

Objective:
This activity will enable students to create letters, numbers and shapes using a skipping rope.

1) Provide all students with a skipping rope.
2) Have students place their skipping ropes on the floor in the shape of an I.
3) Students are to hop back and forth over their skipping rope until the teacher calls out a letter, number or shape (e.g. 7 or V).
4) When a letter, number or shape is called, students are to work in pairs to form the letter, number or shape using their skipping ropes.
5) Once the letter or number is made, students may begin to explore their relationship with the object (e.g. jump over it; jump inside/outside of it; jump around it; etc.).
6) Teachers may check their letters, numbers or shapes before calling out another one for the students to create.
7) Challenge students to create simple words. (e.g. run, hop, skip).

Curriculum Connections:
• Language
• Mathematics
• Health and Physical Education

Multiple Intelligences:
• Linguistic
• Logical-Mathematical
• Spatial
• Interpersonal
• Bodily-Kinesthetic

Materials Required:
• Each student will require one skipping rope.

Activity:

JUMPIN’ LETTERS, NUMBERS AND SHAPES

KINDERGARTEN

Activity:
Objective: This activity will enable students to create letters, numbers and shapes using a skipping rope.

1) Provide all students with a skipping rope.
2) Have students place their skipping ropes on the floor in the shape of an I.
3) Students are to hop back and forth over their skipping rope until the teacher calls out a letter, number or shape (e.g. 7 or V).
4) When a letter, number or shape is called, students are to work in pairs to form the letter, number or shape using their skipping ropes.
5) Once the letter or number is made, students may begin to explore their relationship with the object (e.g. jump over it; jump inside/outside of it; jump around it; etc.).
6) Teachers may check their letters, numbers or shapes before calling out another one for the students to create.
7) Challenge students to create simple words. (e.g. run, hop, skip).

Skipping Leaders:
1) Place students in small groups.
2) Designate one student as the leader to begin.
3) Student leaders call out a letter, number or shape and their group must create it.
4) Switch student leaders every few minutes, until all students have had a turn being a leader.

Curriculum Expectations:

Language:
• Write using a variety of tools and media.
• Print most of the letters of the alphabet, students must print their own names, names of family members and some short words.

Mathematics:
• Recognize and write numerals from one to ten.

Social Development - Health and Physical Education:
• Participate willingly in creative movement, dance and other daily physical activities.
• Demonstrate balance, ease and flexibility in movement.
**Objective:** This activity will enable students to work on their identification of words and pictures.

1) Place students into teams of 8.
2) Provide each team with a set of 16 concentration cards, placed upside down in front of them.
3) Partner all students into “pairs” and number the pairs from 1 to 4.
4) The teacher will call out a “pairs” number to begin the game.
5) The “pair” who is called chooses a card to turn over, reads the jumping activity and invites their team to perform the jumping task on the card.
6) Once the team completes the jumping activity, the “pair” turns over a second card, reads the jumping activity and invites their team to perform the jumping activity.
7) If the second card matches the first card the “pair” picks up both cards and places them on the floor in front of them; if the second card does not match the first card they must turn both cards over again.
8) Whether a match is made or not, the next “pair” of students now have their turn.
9) To complete the game all memory card pairs need to be matched.

**Curriculum Connections:**
- Language
- Health and Physical Education

**Multiple Intelligences:**
- Linguistic
- Spatial
- Interpersonal
- Bodily-Kinesthetic

**Materials Required:**
- Each student will require 1 skipping rope.
- Black Line Masters: 8 concentration cards.

**Preparation:**
- Photocopy and cut out the concentration cards twice to make a set of 16 cards (8 pairs).
- You will need one set per group.

**Skipping Leaders:**
Allow students to create their own memory cards and have students play a new game using them.

**Curriculum Expectations:**

**Language:**
- Identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meaning.

**Social Development - Health and Physical Education:**
- Participate willingly in creative movement, dance and other daily physical activities.
- Demonstrate balance, ease and flexibility in movement.
Jump over a skipping rope like a rabbit 3 times.

Jump rope 5 times.

Jump over a skipping rope like a frog 2 times.

Jump inside a skipping rope in the shape of a circle.

Jump over a skipping rope with one foot.

Jump inside a skipping rope in the shape of a circle.

Jump over a skipping rope like a kangaroo.

Jump inside a skipping rope in the shape of a circle.

Jump over a skipping rope like a kangaroo.

Jump inside a skipping rope in the shape of a circle.


**Objective:** This activity will help students practice their factoring skills.

1) Give 1 skipping rope to each student and ask them to put it on the ground beside them in a straight line.
2) The teacher will call out a number between 1 and 100.
3) The students will jump over their ropes and count by 1's to that number. Repeat this a few times by calling out different numbers.
4) Once the class has tried counting by 1's a few times, start asking the students to skip to numbers by different factors. For instance: if the teacher calls out “jump to 20 by a factor of 2”, the students should jump and count to 20 calling out the following “2, 4, 6, 8, etc...to 20”. Repeat this a few times by calling out different factors and numbers.
5) Once the students have tried counting by different factors a few times, try to illustrate factoring by getting them to jump in “factor” groups. For instance, if the teacher calls out “factor of 5”, the students then have to form groups with 5 students. Once they are all in groups, the teacher calls out a number they should jump to by that factor “Now jump to 30”. As a group they count to 30 in factors of 5. Repeat a few times by calling out different factors and numbers.

**Skipping Leaders:**

1) Place students in groups of 4.
2) Designate 1 student as the leader to begin (ensure students take turns being the leader).
3) Student leaders call out a number. Their group creates that number using their skipping ropes on the floor.
4) Now the leader calls out an appropriate factor (they can ask the group for suggestions). The students are to jump over their created rope numbers by that factor (e.g. 1’s, 2’s, 5’s and 10’s).

**Curriculum Expectations:**

**Mathematics (Number Sense and Numeration):**
- Count by 1’s, 2’s, 5’s and 10’s to 100 using a variety of ways.

**Health and Physical Education:**

- **Fundamental Movement Skills:**
  - Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
  - Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

- **Active Participation:**
  - Participate on a regular basis in physical activities that maintain or improve physical fitness.
Objective: To enable students to identify body parts related to heart health (cardio-vascular system) through assembling a body parts puzzle.

1) Place students in groups of 4 at one side of the gymnasium and give each group a skipping rope.

2) At the other side of the gymnasium, place the piles of body parts required to make a person (one set of body part cut-outs per group).

3) On the word, “go” the first student in each group will place a skipping rope on the ground and hop over it 5 times, then run to the other end of the gymnasium to pick up a body part and bring it back to his/her group.

4) The student who returns will “high-five” the next student, who will then repeat the same hopping activity and retrieve another body part.

5) Once all body parts are brought over, the group must work as a team to put the body pieces together to make a human body.

Activity:

Curriculum Expectations:

Health and Physical Education:

Fundamental Movement Skills:
- Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
- Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

Active Participation:
- Participate on a regular basis in physical activities that maintain or improve physical fitness.

Science (Life Systems):
- Identify the major parts of the human body and describe their functions.
To be used as an introduction to the “Body Relay” activity.

Teachers: Before using the “Heart Healthy Body” activity, ensure that your students can identify the body parts listed below.

**Heart**
Your heart is a muscular pump with four hollow chambers. The upper chambers collect blood coming into the heart and the lower chambers pump blood forcefully away.

**Lungs**
Your lungs are like hollow, thin-walled pouches inside the chest, which are lined with blood vessels that absorb oxygen from air.

**Blood Vessels**
Your blood vessels are tubes that carry blood around the body. Blood vessels include arteries, veins and capillaries.

**Arteries**
Your arteries are tubes that carry blood that is rich with oxygen away from the heart.

**Veins**
Your veins are tubes that carry blood back to the heart to get more oxygen.

**Brain**
The brain is like a computer in your body that sends and receives messages from the rest of your body.

**Stomach**
Your stomach is part of the body system that breaks food into bits small enough for the blood to carry.

**Intestines**
Food moves from your stomach to the intestines. The intestines are tubes that absorb the vitamins, minerals and energy from food into the bloodstream.
Objective: This activity will allow students to improve their communication and teamwork skills.

1) Place students in teams of 4 and number them from 1 to 4. Scatter the groups around the gymnasium.

2) To start, the teacher stands in the middle of the gymnasium and invites student #1 in each group to read a healthy charade card, run back to his/her group and have the group perform the task stated on the card using only non-verbal communication skills.

3) Once all the groups have successfully completed the activity, the teacher can start again by inviting student #2 in each group to read the next healthy charade card.

Note: The first time your class tries this activity, you may want to start by allowing students to use verbal communication the first time to get the idea of how the activity works. Then switch to only using non-verbal communication.

Activity:

Materials Required:
- Each student will require one skipping rope.
- Black Line Masters: 8 Healthy Charade Cards.

Preparation:
- Introduce the idea of charades as a way of communicating non-verbally. Challenge the class to think of different ways of giving instructions to another person without using words.
- Photocopy and cut out the healthy charade cards for the activity.

Curriculum Connections:
- The Arts (Drama/Dance)
- Language
- Health and Physical Education

Multiple Intelligences:
- Linguistic
- Interpersonal
- Bodily-Kinesthetic

Health and Physical Education:
Fundamental Movement Skills:
- Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
- Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

Active Participation:
- Participate on a regular basis in physical activities that maintain or improve physical fitness.

The Arts (Drama/Dance):
- Use language and non-verbal means of communication effectively for a variety of purposes both in and out of role.

Language:
- Communicate messages, and follow instructions and directions.
- Apply some of the basic rules of participating in a conversation and working with others.

Skipping Leaders:
- Have students create their own healthy charade cards; let the students try them out with their classmates.

Curriculum Expectations:

Health and Physical Education:
Fundamental Movement Skills:
- Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
- Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

Active Participation:
- Participate on a regular basis in physical activities that maintain or improve physical fitness.

The Arts (Drama/Dance):
- Use language and non-verbal means of communication effectively for a variety of purposes both in and out of role.

Language:
- Communicate messages, and follow instructions and directions.
- Apply some of the basic rules of participating in a conversation and working with others.
HEALTHY SKIPPING CHARADES

HEALTHY CHARADE Cards

HAVE YOUR GROUP:
• SKIP FIVE TIMES ON THE SPOT
• SKIP TO THE CLOSEST WALL

HAVE YOUR GROUP:
• SKIP REALLY QUIETLY 20 TIMES
• SKIP TO THE OTHER SIDE OF THE GYM
• SIT DOWN IN A STRAIGHT LINE

HAVE YOUR GROUP:
• PLACE ROPE ON THE FLOOR IN THE SHAPE OF A LADDER
• HOP OVER THE ROPES ONE AT A TIME

HAVE YOUR GROUP:
• SKIP BACKWARDS 8 TIMES
• DO 5 SIT-UPS
• WALK AROUND THE GYM ONCE

HAVE YOUR GROUP:
• PLACEMENT ROPE ON THE FLOOR
• WALK ACROSS LIKE A TIGHTROPE WALKER

HAVE YOUR GROUP:
• SKIP IN PAIRS
• TOUCH ALL 4 WALLS
• SCREAM “OUR TEACHER IS THE BEST!”
Objective: This activity will enable students to review addition and subtraction by creating their own math equations.

1) Place students in groups of 4, numbering them from 1 to 4, and have them spread out around the perimeter of the gym.
2) Place the 6 sets of number cards in the middle of the gymnasium.
3) The teacher then calls out a number between 1 and 10 (e.g. 6).
4) Together as a group, the students must speed skip the number the teacher has called out (e.g. speed skip 6 times).
5) Students must then work together to come up with an addition or subtraction equation that equals that number (e.g. 2+4 = 6, 7-1 = 6).
6) Once the group has figured out an equation, the first student must run to the middle of the gymnasium, retrieve an appropriate card, (e.g. 4 or + sign) come back to his/her group and “high-five” the next student who will then run to retrieve another card to form the equation.
7) The last member will then run and grab the equals sign and the answer, run back and put the equation together on the floor.
8) Once all the groups have completed the activity, the teacher can start again by calling out another number.

Activity:

Skipping Leaders:

1) Challenge the groups to create as many math equations as possible that equal the number using addition and subtraction (e.g. if the number is 8, then they may come up with the following equations: 1+7; 2+6; 3+5; 4+4; 9-1; 10-2).
   Note: you may need more sets of number cards for this activity.
2) Have students use their ropes or their bodies to make the math equations instead of the number cards.

Curriculum Expectations:

Health and Physical Education:

Fundamental Movement Skills:
- Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
- Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

Active Participation:
- Participate on a regular basis in physical activities that maintain or improve physical fitness.

Mathematics (Number Sense and Numeration):
- Investigate the properties of whole numbers.
- Explain a variety of strategies to find sums and differences of 2 numbers.
DO "SUM" SKIPPING NUMBER CARDS

=  

+ -
Objective: This activity will allow students to increase their vocabulary words by creating their own healthy/active crossword puzzles.

1) Place students into groups of 4, numbering each student from 1 to 4.
2) Place skipping ropes in the shape of a ladder from the corners of the gym towards the middle of the gym. Have all the Letter Cards in the center of the gym.
3) Student groups are placed in the corners of the gym and are allocated a time limit whereby they must attempt to create a given number of heart healthy words in crossword form, using the letter cards (e.g. 3 healthy/active words in a crossword must be created in five minutes).
4) To retrieve the Letter Cards they need, the first student jumps over the rungs of the ladder towards the middle of the gymnasium, chooses a letter he/she requires and runs back to the group placing the letter on the floor and then “high 5’s” the next group member.
5) The next student may retrieve another letter by performing the same tasks.
6) Once each team begins to bring the letters back to their group, the group can start to form healthy/active words in a crossword format (e.g. HEART - with the letter “R” also used to form the word JUMPROPE).

Curriculum Expectations:
Health and Physical Education:

Fundamental Movement Skills:
- Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
- Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

Language (writing):
- Use phonics and memorized spelling rules to increase accuracy in spelling.
- Choose words that are most appropriate for their purpose.
- Use and spell correctly the vocabulary appropriate for this grade level.
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**Objective:** this activity will enable students to learn about Canada as they skip towards a destination.

1) Place the *Skipping Across Canada Map* poster on the wall.
2) Inform students that they will be attempting to skip across Canada – discuss the idea of traveling and how far it is to different places in their community. Talk about the different modes of transportation that can be used to travel. The mode of transportation will be skipping for this activity.
3) For this activity, every completed skip of the rope will equal 1 kilometre (e.g. 10 skips = 10 kilometres).
4) Have students determine what cities in Canada they would like to skip to and from and have them determine the distance between the cities using the *Distance Reference Sheet*.
5) Have students record their plans on the *Student Worksheet*.
6) Provide each student with a *Jump Character Outline* to use as their progress marker on the *Skipping Across Canada Map* poster.
7) Students will skip rope for 5 to 10 minutes every day and keep track of how many skips they complete on their worksheets.
8) By the end of the week, have students add up their completed skips and calculate the number of kilometres they have traveled.
9) Each week, allow students to move their Jump Rope Character an appropriate distance on the map to show their progress.

**Skipping Leaders:**

- Challenge your school! See how many kilometres each class can travel.
- Start this activity in September – track to see how far they travel every month or throughout the whole year.

**Curriculum Expectations:**

**Health and Physical Education:**

- **Fundamental Movement Skills:**
  - Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
  - Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

- **Active Participation:**
  - Participate on a regular basis in physical activities that maintain or improve physical fitness.

**Social Studies (Canada and World Connections):**

- Make and use large maps of rural and urban communities, using familiar units of measure.
Welcome to Skipping Across Canada! This activity will allow you to travel across Canada by jumping rope. All you have to do is keep track of how many times you skip. A completed skip is when you turn the rope over your head and jump over it successfully! Good luck and enjoy your travels across Canada!

What city would you like to start your travels in? ________________________________
Which city would you like to travel to? _________________________________________
How many kilometres will it take for you to get there? _____________________________
(see Distance Reference Sheet for help)

In the chart below, please record the dates you jump rope and number of skips you jumped. Add the number of skips together each day. An example is given below to help you out.

City (from-to): Toronto to Vancouver  Total Kilometres: 4439

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Now try out your own - happy travels!

City (from-to): ___________________________  Total Kilometres: ___________________________
1. Calgary  
2. Charlottetown  
3. Edmonton  
4. Fredericton  
5. Halifax  
6. Iqaluit  
7. Montreal  
8. Ottawa  
9. Quebec City  
10. Regina  
11. St. John’s  
12. Saskatoon  
13. Sault Ste Marie  
14. Toronto  
15. Vancouver  
16. Windsor  
17. Winnipeg  
18. Whitehorse  
19. Yellowknife
## Black Line Master
### Skipping Across Canada
#### Distance Reference Sheet

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To determine the distance between 2 cities:
1) Find the city you are starting in on the left row (e.g. Halifax)
2) Find the city you are travelling to on the top column (e.g. Windsor)
3) Follow row across and column down to where they meet
(e.g. 2119km between Halifax and Windsor)
Thank you for choosing the Heart Healthy Kids™ Program!

This resource was created by:
Sarah Calderwood, Heart and Stroke Foundation of Ontario
Carol Scaini, Peel District School Board

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Teresa Socha
Dr. Andy Anderson