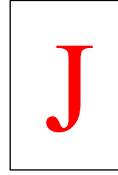


Joyful Jumps

by Sara Holbrook



Twirlers

stand and

Jump it!

Jump it!

Jump the rope.

Just don't miss.

Don't give up hope.

Jolly jellies.

Joyful jams.

Jumpers jump and

Twirlers

stand.

Switch!

Monday

- 1. Reading fluency:** Read, re-reread, listen to the author read. The text highlights J sounds, the tenth letter in the alphabet. J started out as just an alternative shape for the letter I. English pronunciation most often sounds like the word *jump*, while in many other languages the letter sounds more like an English Y. **Fun Fact:** In the Windings font of Microsoft, the letter J is rendered as a smiley face.
- 2. Content comprehension:** Ask: What is this text about? It's about jumping rope with partners. Jump rope rhymes are typically rhythmic. Try clapping or jumping in rhythm with the poem.

Tuesday

- 3. Vocabulary words:** *Twirlers, jolly, jellies, joyful, jams*. Discuss the use of the words in context and practice reading again. Use research tools if necessary, come to a consensus about the word meanings.
 - *Twirlers* (n.) people who twirl, in this case a jump rope. Twirl, the base verb, means to spin quickly and lightly around. Discuss how the addition of the -er suffix to the root word twirl turns the verb into a noun.
 - *Jolly* (adj.) Cheerful and happy.
 - *Jellies* (n.) A sweet spread made from fruit.
 - *Joyful* (adj.) Feeling or expressing great pleasure. Discuss how adding the suffix -ful turns the noun *joy* into an adjective.
 - *Jams* (n.) A sweet spread made from boiled down fruit. Colloquially, it is also a term used by musicians when they gather to mash music together.

4. **Share Sheet:** Distribute Share Sheets. Then read them aloud and review the discussion ideas.
- Discussion ideas:**
1. This poem reads a like a cheer to encourage the person jumping rope. Read in unison with your share partner.
 2. Say the words JOYFUL JAMS JUMPERS JUMP 3 times and try reading the poem again. Feel free to jump rope as you read!

Wednesday

5. **Social-emotional learning lesson:** Journal entry about 4-5 minutes. Students may choose from below:
- Do you know how to jump rope? How did you learn?
 - What is an activity you do for fun that requires teamwork?
 - Draw a picture of a kids jumping rope. Add a caption.
 - After writing, ask students to read their writing aloud. Some options:
 - everyone reads aloud at the same time (a seat symphony)
 - read one line of their writing aloud
 - read what they have written to a partner

Thursday

6. **Literary terms and writing conventions:**
The text *Joyful Jump* uses alliteration, stringing two or more words together in a row beginning with the same letter.
7. **Quick Write:** Share the mentor text sample and discuss briefly. Co-construct a short text that uses alliteration. Ask students to follow directions on the slides.
- Working with a partner, write a short text using **alliteration**.
 - **Reminder: Alliteration** is using the same beginning letter sound two or more times in a row.
 - Begin by selecting a topic.
 - List attributes of that topic. Come up with alliterative words that reflect these attributes.
 - Craft them into a couple sentences.

Sample:

Topic: Breakfast

Alliteration ideas:

Bacon: sizzle, spit

Orange Juice: crisp cold

Eggs: yellow yolk

Version 1:

Sundays are our big breakfast days. Bacon sizzles and spits in the pan. I like my eggs with yellow yolk runny for my toast. I wash it all down with crisp, cold orange juice.

Friday

8. **Audio Challenge:** Ask students to choose from options on the slide.
- Record yourself reading the text *Joyful Jumps* on your own or with a partner. Show excitement in your voice as you cheer the jumper along.
 - Record yourself reading your journal entry.
 - Record your quick write alone or with a partner.
 - Rehearse and share!