

Animal Jumping Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources needed:

- Each student should have access to a piece of paper and writing tools¹
- Some method of displaying images²
- Whiteboard or some manner of recording student responses
- Tape or some method of marking student jumps
- Space or area for physical activity
 - Before starting the classroom activity, clear away all of the desks and other furniture in an area of the room where students will jump so that no one will get hurt.

Resources Provided:

- Resource Documents
 - Figure 1. Body Length Image of a Dog
 - Figure 2. Body Length Image of a Mouse

Learning Goal:

- The student will understand the context of the key ideas related to the topic
 - Measurement of jumps
 - Animal body length
- The student will understand the following vocabulary:
 - Body Length: a measure of length used to describe some animals
 - For most animals, we describe their body length as the distance from their head to end of their body, but we don't include the length of their tail if they have one.

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

¹ Students who need an accommodation may use their preferred tool for writing

² Instead of displaying Figures 1 and 2, the last page of this document can be used as a handout for students.

Animal Jumping Classroom Activity

[Purpose: The facilitator's goal is to help students understand how to measure the lengths of jumps and how it relates to body length³.]

Facilitator says: "Today, in preparation for your performance task, we are going to talk about how far some animals can jump. To get ready for this task, we are going to study the distance that some of you can jump."

Facilitator says: "I need three⁴ volunteers to jump in the front of the class. Raise your hand if you would like to volunteer and I will call on you." [Choose three volunteers to jump in front of the class. If no one volunteers, choose three students.]

Facilitator says: "Each of our volunteers will jump once and we will record how far they jump. Before our first volunteer jumps, we need to determine how we will measure each jump."

Facilitator says: "Let's put down a piece of tape to mark the starting point for each of our jumps and put down a piece of tape where the student lands." [Facilitator should put down a piece of tape on the floor to mark the starting point for the jump. If a different method of marking the starting and ending jumps was decided upon, alter this portion of the script to match the method.]

Facilitator says: "Now each volunteer will jump one at a time and we will mark the distance of the jump. The distance of the jump will be measured from the start of the jump to the back of the shoe where the student lands."

[Volunteers will jump one at a time and facilitator (or another student) should mark the distance with a piece of tape on the ground.]

Facilitator says: "How can we figure out a way to measure which distances are longer without using a ruler to measure?" [Allow time for student responses. For example, you can use a shoe or other object in the room that could measure length.]

Possible class discussion questions (*unscripted*):

- Who jumped the greatest distance?
- The long jump is a competition in the Olympics. Each long jump contestant jumps three times. How would you determine the winner of the competition if a person could jump more than one time? [In the Olympics, the longest jump of the three attempts is used.]
- If we held a jumping contest in our classroom, how many times would you want each person to jump?

[No resolution is needed for these questions. Questions are to increase student interest and to promote discussion regarding the topic.]

Facilitator says: "Do you think there are reasons some people can jump farther than others? What if they are taller? What if they have longer legs? [Allow for student responses.]

³ While this classroom activity focuses on students' heights with respect to the distance they jump, body length for animals will have a different meaning than height.

⁴ The number of volunteers can be greater or fewer, depending on the classroom configuration.

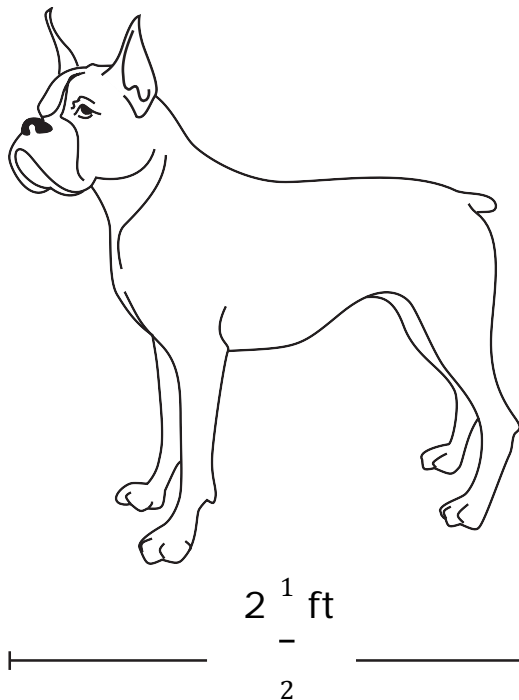
Facilitator says: “What is a word used to describe how tall a person is?” [Allow time for student responses.]

Facilitator says: “Height is a word that is used to describe how tall a person is. Our height can be found by measuring the distance from the top of our head to the bottom of our feet. Sometimes, the term body length is used instead of height. So, for humans, we could say the distance from the top of our head to the bottom of our feet represents our body length.”

Facilitator says: “We can find body length by measuring the lengths of animals. We measure body length of animals in different ways. We will now discuss the way we measure body length in this task.”

[Facilitator should display Figure 1 Body Length Image of a Dog on whiteboard or other method.]

Figure 1. Body Length Image of a Dog

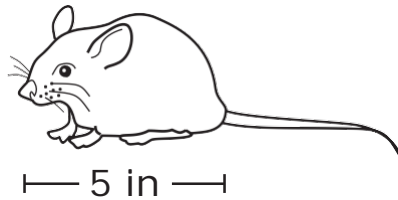


[Picture Description: The picture shows a dog standing, there is a line the length of his body under him which says $2 \frac{1}{2}$ ft.]

Facilitator says: “Here is a picture of a dog. We measure the body length of the dog from the tip of its nose to the back end of its body. What is the body length of this dog?” [Allow student responses. Correct student response is $2 \frac{1}{2}$ ft.]

[Facilitator should display Figure 2 Body Length Image of a Mouse on whiteboard or other method.]

Figure 2. Body Length Image of a Mouse



[Picture Description: The picture shows a mouse. There is a line under the length of the body that says 5 in. The tail is not included.]

Facilitator says: “Here is a picture of a mouse. We measure the body length of the mouse from the tip of its nose to the back end of its body, but we don’t include the length of its tail. What is the body length of this mouse?” [Allow student responses. Correct student response is 5 inches.]

[Student is not required to know how to measure the body length of animals. These pictures are included to generate student interest in the concept of the performance task.]

Facilitator says: Can you think of any other animals that we could measure the body length?” [Allow time for student responses. Possible answers include a cat, a fish, a hamster, a frog, etc.]

Facilitator says: “Let’s go back to the jumping distances of our three volunteers. Do you think their body length is related to how far they jumped? Let’s measure the body length of one of our volunteers to find out.” [Ask one of the volunteers to come back to the front of the class. Have the student lay on the floor. Place one piece of tape at the top of their head and another piece of tape at their feet. If laying on the floor is not desirable, then an alternate means of measuring the student’s height can be used, like a piece of string stretched from the student’s foot to the top of his/her head.]

Facilitator says: “Did they jump more or less than the length of their body?” [Allow for student responses.]

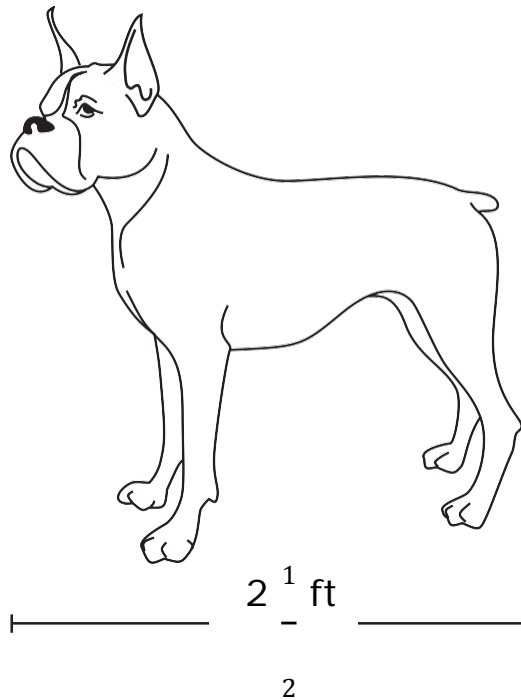
Facilitator says: “Today, we did a fun activity involving jumping, discussed body length, and then decided if there was a connection between our body length and how far we jumped. These ideas may help you when you complete your performance task.”

Facilitator says: “Are there any questions?” [Allow for student questions.]

Facilitator says: “You are ready to complete the Animal Jumping Performance Task.”

Resource Documents

Figure 1. Body Length Image of a Dog



[Picture Description: The picture shows a dog standing, there is a line the length of his body under him which says $2 \frac{1}{2}$ ft.]

Figure 2. Body Length Image of a Mouse



[Picture Description: The picture shows a mouse. There is a line under the length of the body that says 5 in. The tail is not included.]