

# Smart-Rope<sup>TM</sup> JINGLES



Jump Rope Rhymes, Raps, and  
Chants for Active Learning

By Rosella R. Wallace, Ph.D.

# Smartrope Jingles

**Thomas Armstrong**



## **Smartrope Jingles:**

*Smart-Rope Jingles* Rosella R. Wallace, 1993 With these rhymes and chants you can teach your students more and increase their recall dramatically This one of a kind collection can be used to teach multiplication tables state capitals planets of our solar system and roman numerals Teachers and parents have used these chants and raps with children in the classroom in special education programs in ESL on the playground in physical education and at home *Superlearning* 2000 Sheila Ostrander, Lynn Schroeder, 2012-03-07 A marvelous resource for those who do not want to be limited by their beliefs Read and learn about human potential yours and mine Bernard Siegel M D author of Love Medicine Miracles Speak Russian like a native play tennis like a pro and meet the challenges of a high tech world with high powered memory skills Superlearning 2000 is the fast fun and innovative learning technique that enables you to master any skill or subject from computers to athletics to conversational French in a fraction of traditional learning time Hailed by the Fortune 500 as the mental technology of the future proven by super achievers around the world this revolutionary program will unlock your limitless potential put you on the fast track to new opportunities and higher earnings change forever the way you think about learning Discover How you can fine tune your memory and learn anything 2 to 5 times faster simply by tuning in to the right kind of music Which world class mental techniques enhance athletic performance The step by step Superlearning techniques that keep you in step with technology How you can overcome learning blocks and even learning disabilities How to boost creativity rev up recall and acquire expert know how in any field while you relax *ADD/ADHD Alternatives in the Classroom* Thomas Armstrong, 1999 What does it mean to a kid to be labeled attention deficit disorder ADD Or to have hyperactive added to the label ADHD What can teachers do to boost the success of students with attention and behavioral difficulties Are we relying too much on medication for these kids and not enough on new perspectives on learning child development the child s socioeconomic and cultural background biological and psychological research and the learner s emotional and social needs Armstrong urges educators and parents to look for the positive characteristics in learners who may carry the ADD ADHD label Are they bursting with energy Are they intensely creative Do they enjoy hands on learning Are they natural leaders Are they unusually introspective and reflective We need to look beyond a deficit approach and embrace a more holistic view of learners that includes teaching to their multiple intelligences learning styles and other brain friendly approaches For example here are some classroom activities for kids who can t sit still Learning spelling words by having kids jump up out of their seats on the vowels and sit down on the consonants Mastering the multiplication tables by forming a conga line moving around the classroom counting from 1 to 30 out loud and on every multiple of 3 shaking their hips and legs Showing patterns of molecular bonding in chemistry class through a swing your atom square dance In Their Own Way Thomas Armstrong, 2000-08-07 Does your child have a favorite subject activity or hobby Children learn in multiple ways and educator Thomas Armstrong has shown hundreds of thousands of parents and teachers how to locate those unique

areas in each of our children where learning and creativity seem to flow with special vigor In this fully updated classic on multiple intelligences Armstrong sheds new light on the eight ways to bloom or the eight kinds of multiple intelligences While everyone possesses all eight intelligences Armstrong delineates how to discover your child's particular areas of strength among them The book shatters the conventional wisdom that brands our students as underachievers unmotivated or as suffering from learning disabilities attention deficit hyperactivity disorder or other learning diseases Armstrong explains how these flawed labels often overlook students who are in possession of a distinctive combination of multiple intelligences and demonstrates how to help them acquire knowledge and skills according to their sometimes extraordinary aptitudes Filled with resources for the home and classroom this new edition of *In Their Own Way* offers inspiration for every learning situation

**Teaching Children with Autism and Related Spectrum Disorders** Christy Magnusen, 2005 Based on 25 years of working with children with ASDs Magnusen contends that teachers who can blend the science of education methodology with the art of teaching are best able to reach these children She takes a fresh look at established and more recent teaching methods and then explores why when and how these techniques should be applied

**Brain-Friendly Study Strategies, Grades 2-8** Amy Schwed, Janice Melichar-Utter, 2007-12-13 Presents creative research based study strategies covering all content areas and tailored to elementary and middle school students individual learning styles including auditory visual and kinesthetic modalities

**How To Reach And Teach Children with ADD / ADHD** Sandra F. Rief, 2012-06-26 Sandra Rief offers myriad real life case studies interviews and student intervention plans for children with ADD ADHD In addition the book contains best teaching practices and countless strategies for enhancing classroom performance for all types of students This invaluable resource offers proven suggestions for Engaging students attention and active participation Keeping students on task and productive Preventing and managing behavioral problems in the classroom Differentiating instruction and addressing students diverse learning styles Building a partnership with parents and much more

The Multiple Intelligences of Reading and Writing Thomas Armstrong, 2003 The author of the best selling book *Multiple Intelligences in the Classroom* offers practical strategies for teaching reading and writing through multiple intelligences

**Teaching Kids with Learning Difficulties in the Regular Classroom** Susan Winebrenner, 1996 Provides a wide variety of teaching strategies for students with disabilities Includes reproducibles

100 Best Ideas for Primary Language Arts Carole MacKenthun, Kathy Thoresen, 1994

**Beyond the Gloom and Doom** Suzanne L. B. Kuerschner, 2001

**Teaching and Learning Through Multiple Intelligences** Linda Campbell, Bruce Campbell, Dee Dickinson, 2004

*Teaching and Learning Through Multiple Intelligences* is an outstanding resource that offers expert analysis of Gardner's Theory of Multiple Intelligences and the knowledge to extend this theory to effective classroom practice Broad based and comprehensive this text describes implications for pedagogy team teaching student strengths curriculum assessment community involvement and diverse classroom models The authors devote one chapter to each of the eight intelligences They

define intelligence provide a checklist for identifying it suggest environmental considerations and offer related teaching strategies Additional chapters survey Gardner s recent work on teaching for understanding performance based assessment and model MI school programs and student outcomes *El-Hi Textbooks & Serials in Print, 2005 ,2005* *Upside-down Brilliance* Linda Kreger Silverman,2002 Do you know things without being able to explain how or why Do you solve problems in unusual ways Do you think in pictures rather than in words If so you are not alone One third of the population thinks in images You may be one or you may live with one If you teach it is absolutely certain that some of your students *Words on Cassette, 2002* R R Bowker Publishing,2002 **Multiple Intelligences Activities** Deidre Wilkens,1996 Activities for grades K 4 that draw upon seven intellegences verbal linguistic logical mathematical visual spatial bodily kinesthetic musical rhythmic interpersonal and intrapersonal *El-Hi Textbooks & Serials in Print, 2000 ,2000* **Creating Meaning Through Literature and the Arts** Claudia E. Cornett,2007 This best selling resource contains proven techniques for integrating literature art music drama and dance into daily classroom instruction Complete with research based examples authentic teacher stories and strategies for integration it addresses INTASC standards assessment and differentiated instruction throughout Discover ten ways to integrate the arts using theArts Integration Blueprint presented in the book Explore each art form and use the compendium of starter activities presented in Seed chapters to generate sound creative ways to incorporate literature art music drama and dance into K 8 classrooms **Books Out Loud** ,2004 *Children's Book Review Index 85-94 V 3* George Baer,1995-12-04

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